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HARVEY'S LANGUAGE  
COURSE



ELEMENTARY  
LESSONS & IN  
LANGUAGE &  
AND GRAMMAR



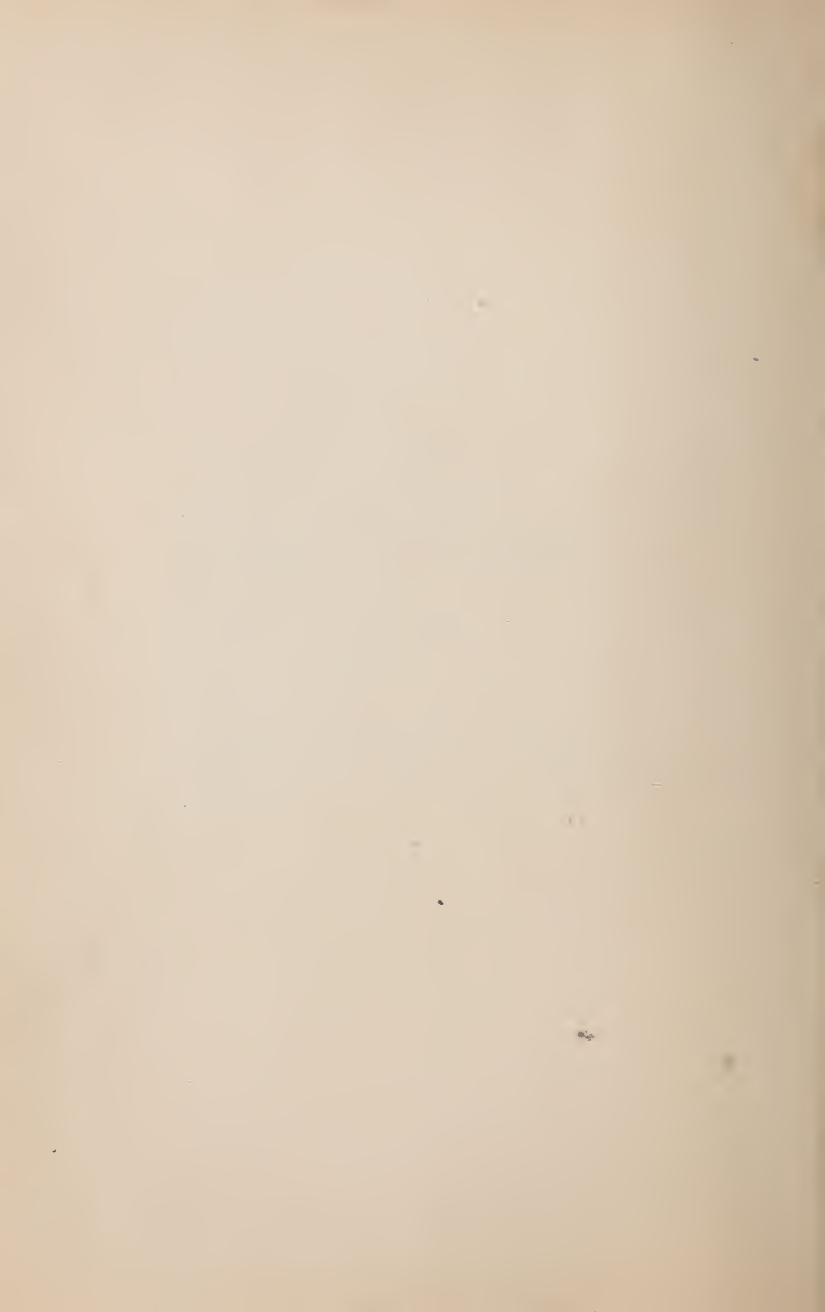
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*HARVEY'S LANGUAGE COURSE*

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ELEMENTARY LESSONS  
IN  
LANGUAGE AND GRAMMAR

BEING A REMODELED AND REVISED EDITION OF AN  
ELEMENTARY GRAMMAR AND COMPOSITION

BY  
✓  
THOMAS W. HARVEY, A.M.



NEW YORK ·· CINCINNATI ·· CHICAGO  
AMERICAN BOOK COMPANY

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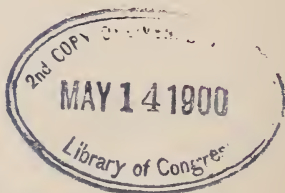
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ELEM. LANG. AND GRAM.

E-P 1



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## PREFACE

AFTER a test of many years' successful use in schools, Harvey's "Language Course" still holds the place it has made for itself in the esteem of teachers who look for solid results.

The fact that pupils studying this course go forth from the schools with a firmer grasp of the structure of the English language, a surer skill in the expression of their own thoughts, and a keener appreciation of expression in others, than is evidenced by students of some of the more recent books, has induced many progressive teachers to cling to Harvey's works in spite of newer methods of presentation.

To satisfy the teachers who, while they faithfully adhere to the excellencies of the Harvey Grammars, yet appreciate the attractive features and pedagogical value of some more modern text-books on the subject, the present revision has aimed to combine the old with the new, — retaining the solid substance of Harvey's work presented in a form more conformable to modern demands.

The work as remodeled contains, first, a graded series of lessons on grammar, designed to give a clear understanding of its fundamental principles; second, a practical application of these principles in language work and composition.

The grammar lessons are developed by the inductive method; analysis precedes the parts of speech; and the

essential functions of all the parts of speech are considered before the properties of any one are studied.

Pictures have been used as a basis for imaginative and descriptive work, and poems, suggestions for stories, letter-writing, topical writing, exercises in punctuation and in arranging and combining statements have been added with careful consideration of their usefulness as means to the supreme end in view, — a ready flow of thought and a ready power over words spoken and written.

This little book, while intended to serve as an introduction to Harvey's New English Grammar, will give to the pupil who is forced to leave school in the intermediate grades not only a habit of correct expression, but a clear and complete conception of grammar in its simpler aspects.

Thanks are due to Messrs. Dodd, Mead & Co. for permission to use the poem "Winter's Departure," taken from Richard Markham's "Colonial Days"; to the W. B. Conkey Company for the use of "A Little Lass," "A Letter to Mother Nature," "Two Little Boys," and "A Very Odd Girl," taken from their juvenile publications; and to the Bell Publishing Company for the poem "Spring Has Come."

LOUISE CONNOLLY.

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# ELEMENTARY GRAMMAR



## LESSON I

### TOPICS AND PARAGRAPHS

BY THE SEASHORE



1. This little girl seems to be having a fine time digging in the sand by the seashore.
2. Beyond her can be seen the ocean, with several boats sailing upon its broad surface.

3. Near her feet the waves are creeping gently down the sloping beach. Soon they will return with a quick rush of green water and white foam.

4. The little maiden wears a broad shade hat tied securely under her dimpled chin, so that the breeze may not blow it away. Her skirt is turned up above her bare legs, so that the sly waves may not wet it, and her sleeves are rolled up above her rounded elbows.

5. In her hand she holds a tiny wooden spade with which she has been digging salt water wells, I think, but she is not digging wells now, for her face is turned this way.

6. It is a pretty little face, with bright eyes, and a smiling mouth.

7. If they could speak, I think those smiling lips would say, "Don't you wish you could dig in the sand with me?"

The first paragraph tells what the little girl is doing. Read it.

The second paragraph describes the scene beyond her. Read it.

The third paragraph describes the scene near her. Read it.

The fourth paragraph describes how she is dressed. Read it.

The fifth paragraph describes her position. Read it.

The sixth paragraph describes her face. Read it.

The last paragraph tells how she feels. Read it.

The topics of these paragraphs can be arranged in an outline, thus : —

- |                      |                  |
|----------------------|------------------|
| 1. Her occupation.   | 4. Her costume.  |
| 2. Scene beyond her. | 5. Her position. |
| 3. Scene near her.   | 6. Her face.     |
| 7. Her delight.      |                  |

Each of these topics is told about in a paragraph which commences a little to the right of the other lines.

*Cover the printed paragraphs with paper, but leave the picture and the outline visible, and write a description of the little girl.*

---

## LESSON II

### THE SENTENCE

Winter is coming.  
Cold winter.

The first of these groups of words makes complete sense, while the second does not.

The birds are going.  
Pretty birds.  
They are flying away.  
Flying far.  
The birds.  
We are sorry.

*Tell which of these groups of words make complete sense.*

Such a group of words is called a *sentence*.

*Select the sentences from the following groups of words:—*

1. I am cold.    2. A cold day.    3. Lemons are sour.    4. Sugar is sweet.    5. Sweet and sour.    6. The leaves are falling.    7. Brown leaves.    8. They are scattered on the ground.    9. Leaf-covered ground.    10. The ground was bare.

A **sentence** is a group of words making complete sense.

A sentence should begin with a capital letter.

*Write five sentences about the picture on page 7, beginning each sentence with a capital letter.*

---

### LESSON III

#### SUBJECT, PREDICATE, AND COPULA

Ice is cold.

In this sentence something is affirmed of *ice*.

Winter is coming.

In this sentence what is affirmed of *winter*?

The wind has been blowing to-day.

About what is something affirmed in this sentence?

That part of a sentence about which something is affirmed is called the **subject**.

*Select the subjects of the following sentences:—*

1. Air is transparent.
2. Iron is heavy.
3. Nero was cruel.
4. Jane has been studious.
5. Walter will be tardy.
6. Mary should be kind.
7. Ellen is unhappy.
8. Martha was cheerful.
9. George should have been industrious.

---

Ice is cold.

*Cold* is that which is affirmed of the subject *ice*.

Winter is coming.

What is it that is affirmed of the subject *winter*?

That which is affirmed of the subject is called the **predicate**.

*Select the predicates of the sentences in the exercise on p. 10.*

---

Ice is cold.

“Is” is called the *copula*, for it is used to join the predicate to the subject, and the word *copula* means a *link*. The copula also affirms that the predicate belongs to the subject. It is sometimes a group of words, as “will be,” “shall have been,” etc.

*Select the copulas of the sentences in the exercise on p. 10.*

The **subject** of a sentence is that of which something is affirmed.

The **predicate** of a sentence is that which is affirmed of the subject.

The **copula** is a word, or a group of words, used to join a predicate to a subject, and to make an assertion.

---

## LESSON IV

### SUBJECT, PREDICATE, AND COPULA

*Select the subject, the predicate, and the copula of each of the following sentences: —*

1. Dewey is a hero.
2. A naval battle was fought.
3. Reinforcements were expected.
4. The struggle was successful.
5. My old wheel will be sold.
6. The train has been slow.
7. This word is the subject of the sentence.

*Supply copulas and predicates indicating quality for the following words used as subjects:—*

|        |          |           |            |
|--------|----------|-----------|------------|
| Iron — | Trees —  | Fishes —  | Oranges —  |
| Play — | Books —  | Apples —  | Marbles —  |
| Lead — | School — | Flowers — | Swimming — |

*Supply subjects and copulas, using the following words as predicates:—*

|        |         |          |               |
|--------|---------|----------|---------------|
| — soft | — hard  | — young  | — opaque      |
| — wise | — sweet | — happy  | — mellow      |
| — blue | — round | — square | — transparent |

*Supply subjects and predicates, using the following words or groups of words as copulas:—*

|         |              |               |
|---------|--------------|---------------|
| — is —  | — were —     | — will be —   |
| — are — | — am —       | — have been — |
| — was — | — shall be — | — has been —  |



## LESSON V

### COMPOSITION

#### SPRING HAS COME

Spring has come back to us, beautiful spring !  
 Bluebirds and swallows are out on the wing ;  
 Over the meadows a carpet of green  
 Softer and richer than velvet is seen.

Up come the blossoms so bright and so gay,  
 Giving sweet odors to welcome the May ;  
 Sunshine and music are flooding the air,  
 Beauty and brightness are everywhere.

This poem describes the spring. These are the topics it tells about : —

1. Spring's coming.
2. Birds.
3. Meadows.
4. Flowers.
5. The air.
6. What spring brings.

*Read each topic, and then read just as much of the poem as tells about the topic. Cover up the poem, and write a description of spring, giving a paragraph to each topic.*



## LESSON VI

### THE DIRECT PREDICATE

#### Fishes swim.

This is a sentence. Why? "Fishes" is the subject. Why? "Swim" is the predicate. Why? There is no copula expressed in this sentence ; the predicate is affirmed *directly* of the subject. The one word "swim" expresses both the copula and the predicate.

*Write sentences, using the following words as direct predicates :—*

|        |        |          |           |
|--------|--------|----------|-----------|
| — sail | — look | — loiter | — whine   |
| — pur  | — limp | — listen | — cackle  |
| — run  | — mow  | — study  | — gobble  |
| — sing | — howl | — neigh  | — reform  |
| — play | — walk | — stand  | — scream  |
| — reap | — work | — recite | — whistle |



*Tell in the following sentences whether the predicate is a direct predicate or is composed of copula and predicate:—*

1. The sun shines.
2. The sun is shining.
3. The day is warm.
4. Clouds sail overhead.
5. Rain has been falling.
6. The heavens wept.
7. Plants grow.
8. This plant is growing.
9. It will be beautiful.
10. It blooms.

The **direct predicate** is a predicate affirmed of the subject without any expressed copula.

---

## LESSON VII

### ELEMENTS

We have seen that a sentence is composed of parts. These parts are called *elements*.

An **element** is one of the distinct parts of a sentence.

The *subject* and the *predicate* are called **principal elements**, because no sentence can be formed without them. All other distinct parts of a sentence are called **subordinate elements**. The *copula* is not called an element.

**Analysis** is the separation of a sentence into its elements. Any sentence can be so separated.

*Analyze the following sentences, using this model:—*

MODEL.—Flowers bloom.

This is a sentence ; why?

“Flowers” is the subject ; why? “Bloom” is the direct predicate ; why?

|         |        |
|---------|--------|
| Flowers | bloom. |
|         |        |



1. Birds sing.
2. The stream flows.
3. The children played.
4. My hen clucks.
5. The sun shines.
6. Our dog barks.
7. The boat rocks.
8. The train stopped.
9. Mary recited.



## LESSON VIII

## THE PROPOSITION — SIMPLE SENTENCES

The rain falls, and I am sorry.

“The rain” is a subject. What is its predicate? “I” is a subject. What is its predicate? What copula unites “I” and “sorry”?

This entire sentence is made up of two parts, each of which consists of a subject and predicate united.

Such a union of subject and predicate is called a **proposition**.

Daylight is creeping;  
Flowers are peeping;  
Nothing is sleeping  
But you, little dame.

There are three propositions in these sentences. Read and analyze the first; the second. Read the third. These propositions are separated by semicolons (;).

*Tell how many propositions each sentence contains:—*

1. The north wind doth blow, and we shall have snow.
2. Foxes have holes in the ground, and birds have nests in the air.
3. I came, I saw, I conquered.
4. You rock while I rock.
5. I shot an arrow into the air.
6. It fell to earth—I know not where.

A **proposition** is a subject and predicate united.

A **simple sentence** consists of a single proposition.

*Find the simple sentences in the exercises on p. 15.*

Why are the other sentences not simple?

---

## LESSON IX

### COMPOSITION



#### AN UNEXPECTED MEETING

*Use the following outline and write a description of this picture, giving one paragraph to each numbered topic: —*

1. Place.
2. Background. — *a.* house. *b.* trees.
3. Children. — *a.* appearance. *b.* clothing. *c.* position.
4. Squirrel. — *a.* position. *b.* tail. *c.* eyes.
5. Kind of children.

## LESSON X

DECLARATIVE, INTERROGATIVE, AND IMPERATIVE  
SENTENCES

When I say, "The window is open," I state a fact, using what is called a *declarative sentence*.

A **declarative sentence** is a sentence used in stating a fact.

When I say, "Is the window open?" I ask a question, using an *interrogative sentence*.

An **interrogative sentence** is a sentence used in asking a question.

When I say, "Clarence, open the window," I give a command; and when I say, "Do forgive me!" I express an entreaty. In each instance I use an *imperative sentence*.

An **imperative sentence** is a sentence used in expressing a command or an entreaty.

*Select the declarative, interrogative, and imperative sentences in the following list:—*

1. The day is fair.    2. Will there be rain?    3. Take an umbrella.
4. I do not need it.    5. Yes, you do.    6. Tell me why.    7. Why should I?
8. The sun will spoil your complexion.    9. Do you think so?    10. Please lend me your parasol.

How do all these sentences commence? According to what rule? (See page 10.) Make the punctuation mark which is placed after each declarative sentence in the paragraph above. Make the mark which is placed after each interrogative sentence. Make the mark which is placed after each imperative sentence. After what kinds of sentences is the period (.) placed? After what kind of sentences is the interrogation point (?) placed?

A **period** is usually placed after a **declarative sentence** and after an **imperative sentence**.

An **interrogation point** is usually placed after an **interrogative sentence**.

*Write declarative sentences about the following, punctuating them correctly:—*

|         |               |                   |
|---------|---------------|-------------------|
| boys    | the buttercup | George Washington |
| the cat | a lion        | the house         |
| flowers | strawberries  | the copula        |

*Write imperative sentences addressed to the following, punctuating correctly:—*

|              |             |                 |
|--------------|-------------|-----------------|
| your dog     | the teacher | a car conductor |
| your mother  | the janitor | a policeman     |
| a schoolmate | your father | a servant       |

*Write interrogative sentences about the following, punctuating correctly:—*

|         |               |             |
|---------|---------------|-------------|
| Iceland | cherries      | geography   |
| lemon   | the lesson    | ice         |
| school  | the predicate | the sparrow |



## LESSON XI

### EXCLAMATORY SENTENCE AND EXCLAMATION POINT

When I say, "Oh, that window is open again!" I express some feeling or emotion, using an *exclamatory sentence*.

An **exclamatory sentence** is a sentence used in expressing some feeling or emotion.

*Select the exclamatory sentences from the following:—*

1. I am tired.
2. How tired you must be!
3. Come to me when you have finished your examples.
4. What! Have you finished so soon!
5. Ring out, wild bells!
6. What progress you have made, to be sure!
7. Hark to the cannons' roar!
8. And must he die, that gentle one!
9. We must all die.
10. Did you know him?
11. Did I know him!
12. This day is dark.
13. How dark it is!
14. There are no matches.
15. What shall we do?

*Make the punctuation mark which is placed at the end of an exclamatory sentence.*

*Write an exclamatory sentence about each of the following, punctuating correctly:—*

|           |                 |                    |
|-----------|-----------------|--------------------|
| the rain  | the time of day | the thunder        |
| a rainbow | a murder        | a baby             |
| a fire    | a waterfall     | a geography lesson |

An **exclamation point (!)** is usually placed after an **exclamatory sentence**.

*Punctuate these sentences, giving your reasons for the marks you insert:—*

1. The winds bring perfume
2. Where is my new book
3. Go to the ant, thou sluggard
4. Pshaw, go away.
5. Necessity is the mother of invention
6. Does God always work in one way
7. Oh, how I trembled with disgust
8. Be not forward in the presence of your superiors
9. Lend me your wings
10. I mount
11. I fly
12. The train rolls swiftly along
13. What speed it makes
14. Do you like to go swiftly
15. How I do enjoy this
16. Do you.
17. I am so glad

## LESSON XII

## LETTER WRITING

This is the letter which Frank wrote to his mother when he was six years old:—

Dear Mamma :

I love you very much.

Your loving son,

Frank.

And this is the answer which he received:—

Dear Frank :

I am very glad that you love me. You may be sure that I love you just as much as you love me.

Affectionately yours,

Mamma.

When you write a letter, put a colon ( : ) after the name of the person to whom you write ; begin the letter like a paragraph ; begin the words above your name with a capital letter, and put a comma after them ; sign your name at the end.

*Write each day for a week a letter consisting of one short paragraph, and be careful to punctuate it properly. Address your letters :*

1. To your teacher.
2. To your neighbor in school.
3. To your neighbor at home.
4. To your brother, sister, or cousin.
5. To your father or mother.

*Take the last letter home, if you wrote it without help.*

## LESSON XIII

## COMPOUND SENTENCES

Wheat grows in the field, and men reap it.

This sentence consists of two propositions, each of which will make complete sense when standing alone. It is called a *compound sentence*.

A **compound sentence** consists of two or more connected propositions, each of which will make complete sense when standing alone.

The propositions of which a compound sentence is composed are called **members**.

*Select the members of the following compound sentences, and analyze each member :—*

MODEL. — The night was cloudy, and no moon shone.

This is a *compound sentence*. “The night was cloudy” is the first member ; “no moon shone” is the second member ; “and” connects the two members.

“The night” is the subject of the first member ; “cloudy” is the predicate ; “was” is the copula.

“No moon” is the subject of the second member ; “shone” is the predicate.

|           |        |        |
|-----------|--------|--------|
| The night | was :  | cloudy |
|           | and    |        |
| No moon   | shone. |        |

1. Talent is something, but tact is everything.    2. Art is long, and time is fleeting.    3. The sun shines, the flowers bloom, the birds sing, and the children are glad.    4. I am poor, you are rich ;



I am ill, you are well ; yet we are equally happy. 5. The stores were closed and the hum of business was hushed.

*Write five compound sentences, each containing two members.*

*Change the following compound sentences to simple ones:—*

MODEL.—Exercise strengthens the constitution and temperance strengthens the constitution.

This compound sentence contains two members whose predicates are alike. It can therefore be changed to a simple sentence by uniting the two subjects and using the predicate only once ; thus, “Exercise and temperance strengthen the constitution.”

1. Behold my mother and behold my brethren. 2. I saw a man in a boat and I saw a boy in the water. 3. Washington was a warrior and Washington was a statesman. 4. The man you saw was sick or he was in trouble. 5. The river was swift and it was very deep.

---

## LESSON XIV

### COMPOUND ELEMENTS

James and Samuel are kind, honest, and faithful.

In this sentence “James” and “Samuel” are the *parts* of what is called a *compound subject*; “kind,” “honest,” and “faithful” are the *parts* of a *compound predicate*.

Two or more similar connected parts of a proposition form a *compound element*.

A **compound element** consists of two or more similar and connected parts of the same proposition.

*Write five sentences, each containing a compound subject.*

MODEL.—Ellen and Lucy are my sisters.

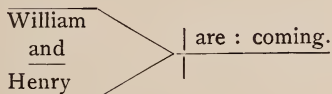


*Write five sentences, each containing a compound predicate.*

MODEL. — We run, jump, and talk at recess.

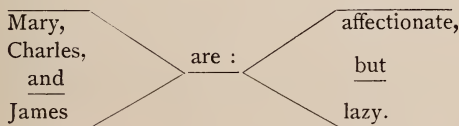
*Analyze the following sentences: —*

MODELS. — I. William and Henry are coming.



This is a *simple sentence*. The subject, "William and Henry," is compound, consisting of the two similar parts, "William" and "Henry," connected by the word "and." The predicate is "coming," and the copula is "are."

2. Mary, Charles, and James are affectionate, but lazy.



This is a *simple sentence*. The subject is compound, consisting of the three similar parts, "Mary," "Charles," and "James." The second and third parts are connected by "and," but the connecting word is omitted between the first and second parts. The copula is "are." What is the predicate?

1. The men and boys are at home. 2. They are eating and drinking. 3. We sing and play. 4. We and our parents are going. 5. We shall be hungry, but merry. 6. Two and two are four.

## LESSON XV

## CONJUNCTIONS

Ellen and Mary study botany.

In this sentence what two words are used as the compound subject? What word connects the words "Ellen" and "Mary"?

Ellen or Mary studies botany.

In this sentence what two words are used as the subject? What word connects the words "Ellen" and "Mary"?

I may go, but I will return.

In this compound sentence how many propositions are there? What word connects these propositions?

Ellen will study botany if Mary studies algebra.

In this sentence how many propositions are there? What word is used to connect these two propositions?

The words "and," "or," "if," and all other words used merely to join words, groups of words, or propositions, are called *conjunctions*.

A **conjunction** is a word used to connect words, groups of words, or propositions.

*Point out the conjunctions in the following sentences:—*

MODEL.—Eli and Silas will improve if they study.

"And" is a *conjunction*; it is a word used to connect words: it connects "Eli" and "Silas." "If" is a *conjunction*; it connects the propositions, "Eli and Silas will improve" and "they study."

1. We moved along silently and cautiously.    2. I consent to

the constitution, because I expect no better. 3. He heaped up great riches, but passed his time miserably. 4. He is both learned and wise. 5. I shall not go if it rains. 6. Cold and hunger awake not her care. 7. They submit, since they can not conquer. 8. He has many faults, still he is very popular. 9. Emma or Susan will remain at home.

---

## LESSON XVI

### THE COMMA AND SEMICOLON IN A SERIES

The boy, his father, and his sister are here.

How many parts has the compound subject of this sentence? These three parts of a compound subject form a series.

How are the parts of the series separated? Between which parts of the series is there a conjunction?

Pupils should be diligent, quiet, obedient, attentive, and orderly.

What series forms a compound element in this sentence? How many parts are there in the series? How are they separated?

I spoke, I called, I cried, I shouted, I shrieked.

Does this series consist of words or of propositions? How many members are there in the compound sentence formed by this series? How are the members separated?

When several words are used in the same way, they are said to be *of the same kind*, or *rank*, and they form what is called a *series*. When more than two words are thus used to form a series, they should be separated by commas.

Three or more words of the same kind, or rank, used together and forming a series, should be separated by commas.

*Fill the blanks in the following exercises : —*

1. I have — — — — in my desk.
2. — — — — are wild animals.
3. A merchant sells — — — —
4. I can buy — — — — of a grocer.
5. Have you seen — — — — ?
6. — — — — are cities in Colorado.
7. I can see — — — — from my window.
8. Violets — — — — are spring flowers.
9. — and four and — and six equal —

In the sentence, "I saw a little old man," *little* and *old* are used alike, but they are not separated by commas. The expression "old man" is modified by "little" and not the word "man" only. These words do not form a series. The way to test a series is to insert "and" between the members. "Little *and* old man" is not what is meant, but "old *and* careworn man" is meant in the sentence "I saw an old, careworn, and delicate man."

*Punctuate the following sentences properly : —*

1. The kind old man took the poor child in his arms. 2. Plain honest truth wants no artificial covering. 3. Mary is a gentle sensible and well-behaved girl. 4. The good man was loved esteemed and respected. 5. His large old-fashioned spectacles frightened the child. 6. That little mischievous boy is my nephew. 7. There lay the dearest little baby asleep in a big armchair.

8. Then here's to the oak the brave old oak

Who stands in his pride alone

And still flourish he a hale green tree

When a hundred years are gone

I have a brother. I have a sister.

I have a cousin.

This is a series of sentences so much alike that they can be combined into a simple sentence containing a series of words, thus : "I have a brother, a sister, and a cousin."

*Combine the sentences in the following paragraphs into single sentences : —*

1. I found a book. I found a pencil. I found a slate. I found a knife.

2. I read a story. I read a poem. I read an essay.

3. John walked to the lake. John walked over the hill. John walked through the forest.

4. The horse was old. The horse was lame. The horse was blind.

5. The child's gown was thin. The child's gown was old. The child's gown was ragged.

6. William gave my sister a new book. William gave my brother ten marbles. William gave me a sled.

The members of a compound sentence, when short, and connected by conjunctions, should be separated by commas. Thus, —

Mary set the table, Betty made the salad, and I filled the glasses.

Semicolons should separate the members of compound sentences, if the connective is omitted, or if their parts are separated by commas. Thus, —

Straws swim upon the surface ; pearls lie at the bottom.

## LESSON XVII

## COMPARISON

## A LITTLE LASS

Chasing the butterflies  
 Through the long grass,  
 Dirty, but happy,  
 Gay little lass!

Dressed up for company,  
 Dull hours pass ;  
 Clean, and so wretched,  
 Poor little lass ! — KAYBEE.

This is a comparison of the same little girl under different circumstances. It follows this outline : —

- |                       |                       |
|-----------------------|-----------------------|
| 1. In the morning.    | 2. In the evening.    |
| <i>a.</i> Occupation. | <i>a.</i> Occupation. |
| <i>b.</i> Appearance. | <i>b.</i> Appearance. |
| <i>c.</i> Condition.  | <i>c.</i> Condition.  |

*Read just so much of the poem as is covered by each topic. Then cover the poem and talk about each topic.*

## LESSON XVIII

## THE NOUN

The words *boy, girl, city, door, book, desk*, are names of objects. The words *joy, fear, hate, love, sorrow*, are names of feelings. The words *struggle, conversation, deception*, are the names of things done. The name of anything is called a *noun*.

A **noun** is a name ; as, *boy, John, railroad.*

What are the words *house, farm, garden, dog, horse, blacksmith, merchant* ? Why ?

What are the words *Mary, John, Washington, Chicago, Ohio, America* ? Why ?

Can the name *boy* be applied to any boy in the school, or in the world ? It is a name, then, which is **common** to all boys ; that is, it can be applied to each of them. So, also, the name *girl* is common to all girls ; the name *house*, to all houses ; the name *city*, to all cities. Objects of the same kind form what is called a **class**. The same name can be applied to each object belonging to the same class. The names *boy, girl, house, and city* are called *common nouns*, because they can be applied to any one of a class of objects.

A **common noun** is a name which may be applied to any one of a class of objects ; as, *bird, door, lightning.*

Can the name *John* be applied to all boys ? Why not ? Boys are called by different names in order to distinguish one from another, or to distinguish a particular boy from the rest of the boys in the world. The names given to particular objects to distinguish them from the rest of their class are called *proper nouns*.

A **proper noun** is the name of some particular person, place, people, or thing ; as, *Susan, Rome, American, Mars.*

What kind of noun is *plow* ? Why ?

What kind of noun is *New York* ? Why ?

Proper nouns should commence with capital letters. A common noun should commence with a small letter, unless it is the first word of a sentence or is a word of special importance.

*Write the names of five kinds of fruit ; of five kinds of grain ; of three articles of clothing ; of five games ; of five bad habits ; of six farming implements ; of four trades ; of six townships in your county ; of six large cities ; of five large rivers ; of five mountains ; of seven of your schoolmates.*

What are the words you have written? Why?

*Tell which are common and which are proper nouns.*

*Tell which are common and which are proper nouns in the following list : —*

|       |        |         |          |               |
|-------|--------|---------|----------|---------------|
| Rain  | Snow   | College | Augusta  | Palestine     |
| Barn  | Sarah  | Minute  | Volcano  | Black Sea     |
| Slate | Organ  | Steeple | Railroad | Lake Erie     |
| April | Boston | Church  | Thunder  | Indianapolis  |
| Hour  | Lesson | Temple  | Vesuvius | Niagara Falls |

Common nouns, in a list of words as above, may begin with capital letters, as if each began a sentence.

*Point out all the nouns in your reading lesson, and tell which are common and which are proper nouns : —*

MODEL. — Cicero was an orator.

“Cicero” is a *noun*; it is a name : *proper*; it is the name of a particular person. “Orator” is a *noun* (why?) : *common*; it may be applied to any one of a class of objects.

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## LESSON XIX

### SOME USES OF NOUNS

Pupils study.

*Pupils* is a noun. As what element in the sentence is it used?

These diligent pupils study hard.



What is the chief word in the subject of this sentence? What is the word *pupils*?

One way in which a noun may be used is as the subject of a proposition. A noun so used is said to be in the **nominative case**.

*Write sentences containing the following nouns used in the nominative case as subjects: —*

|        |         |         |
|--------|---------|---------|
| grain  | teacher | rooster |
| cattle | kitten  | flag    |
| stars  | bicycle | concert |

---

Mary is a pupil.

As what element in the sentence is the noun *pupil* used?

Mary is a very diligent student.

What is the whole predicate in this sentence? What is the chief word in this predicate? What is the word *student*?

A second way in which a noun may be used is with the copula as the predicate of a proposition. A noun so used also is said to be in the **nominative case**.

*Write sentences containing the following nouns used as predicates: —*

|        |       |          |
|--------|-------|----------|
| flower | river | widow    |
| stone  | child | preacher |
| book   | prize | mountain |

*Select the nouns from the following sentences and tell how each is used: —*

1. My brother is a doctor.
2. Mrs. Flint is our seamstress.
3. Charles will be a lawyer, a minister, or a physician.
4. These children are idlers, but their brother is studious.
5. My sister, my cousin, and I are musicians.

## LESSON XX

## COMPOSITION



Pussy's summer house is made of leather, with a good thick floor to keep the water out.

It has an opening at the top large enough for Pussy's head and shoulders.

Pussy sits upright in her summer house, with her head well out. Her two paws are resting lightly on the flap of the shoe. She

looks out with a very demure expression, as much as to say, "I am very grateful for my home. Pray don't disturb me."

This description followed these topics:—

1. Material of house.
2. Opening of house.
3. Pussy's position.
4. Pussy's expression.

*Read each topic and the paragraph that tells of it.*

*Write a description of Pussy's Winter House according to the following topics:—*

1. Material of house.
- a. Outside. b. Inside.
2. Opening of house.
3. Pussy's position.
4. Pussy's expression.



## LESSON XXI

## VERBS — USES

Fishes swim.

In this sentence the noun “fishes” is the subject. The word “swim,” which is the predicate, expresses an action of the fishes.

The horse stands.

What is the predicate of this sentence? “Stands” expresses the state of the subject.

My uncle still lives.

The chief word of the predicate is “lives,” which expresses the existence or being of the subject.

These three words, expressing, one an *action*, one a *state*, and one simply *being*, are all direct predicates. They all affirm.

I am here.

The copula “am,” which affirms “here” of “I,” also expresses existence or being.

These words which can affirm and which express action, being, or state, are called *verbs*.

A **verb** is a word which expresses action, being, or state; as, George *writes*, I *am*, he *dreams*.

Horses trot. Horses stand.

What is the word “trot” in the first sentence? Why?

What is the word “stand” in the second sentence?

A verb can be used as a *direct predicate*.

*Write sentences using the following verbs as direct predicates:—*

|     |        |        |        |        |
|-----|--------|--------|--------|--------|
| run | thinks | sleeps | sew    | smiles |
| lie | talks  | sits   | writes | threw  |

## Man is an animal.

In this sentence what is the word "is" ?

A verb may be used as a *copula*.

*Write sentences containing the following verbs used as copulas, the predicates being nouns :—*

was            seems            is            shall be            might be            can be

## The wind is moaning.

"Is" the copula, and "moaning" the predicate, together express action and affirm.

A verb may be a group of words used to affirm and to express action, being, or state.

*Write sentences containing the following groups of words united to express and to affirm action, being, or state :—*

|                  |             |                       |
|------------------|-------------|-----------------------|
| shall be writing | was written | will have risen       |
| will come        | can write   | has been running      |
| may go           | has run     | may have been written |

---

## LESSON XXII

## EXERCISE ON VERBS

*Select the verbs in the following sentences and tell whether each is used as direct predicate, as copula, or whether the verb consists of a group of words affirming and expressing action, being, or state.*

1. We wept.    2. We were weeping.    3. We are students.
4. The trees are budding, and the birds sing.    5. Birds in their little nests agree.
6. It rains.    7. The trunks will be packed.
8. I will pack the trunks.    9. Mine has been packed a long time.
10. We leave to-night.    11. The carriage will arrive early.
12. I will wait.    13. Here it comes.    14. I may be escorted home.
15. The proper time has passed.

## LESSON XXIII

## OBJECTIVE ELEMENT

Boys study grammar.

In this sentence the word "grammar" is required to complete the meaning of the predicate "study." That which tells *what* the boys study, completes its meaning, and is called an *objective element*, or *object*.

An **objective element** is a word or a group of words which completes the meaning of a verb.

*Analyze the following sentences:—*

MODEL.—Scholars learn lessons.

Scholars | learn | lessons.

|

This is a *sentence* (why?) : *declarative* (why?)

"Scholars" is the *subject* (why?) : "learn" is the *predicate* (why?). "Learn" is modified by "lessons," an *objective element*.

1. Dogs hunt rabbits. 2. Jane studies botany. 3. Eli drives horses. 4. Horses draw wagons. 5. Men build houses. 6. Farmers sow grain. 7. Merchants sell goods. 8. Haste makes waste. 9. Soldiers fight battles. 10. Cats catch mice.

The objective elements in these sentences are nouns.

The third way in which a noun may be used is as an objective element. A noun so used is said to be in the **objective case**.

*Write sentences, using the following nouns as objective elements:—*

MODEL.—Fire burns *wood*.

|         |         |            |             |
|---------|---------|------------|-------------|
| — cars  | — grass | — books    | — churches  |
| — laws  | — wood  | — wheat    | — elephants |
| — lions | — boats | — letters  | — geography |
| — trees | — debts | — pictures | — mountains |

## LESSON XXIV

### OBJECT NOUN AND PREDICATE NOUN

The boy recited his lesson

The predicate is the verb “recited,” which is modified by the objective element, “his lesson,” in which the chief word is the noun “lesson,” used as an object.

The lesson was grammar.

The verb “was” is used as a copula, and the noun “grammar” is the predicate, affirmed of the subject.

*Analyze the following sentences and select the nouns and verbs: —*

MODELS. — 1. John resigned the position.

John | resigned | the position.  
|

This is a *simple declarative sentence*. Why? “John” is the subject. Why? “Resigned” is the predicate modified by the objective element, “the position.”

“Resigned” is a verb, used as a direct predicate. “Position” is a common noun, used as the chief word of an objective element.

2. His name is Robert.

His name | is: Robert.  
|

This is a *simple declarative sentence*. "His name" is the subject. Why? "Robert" is the predicate. Why? "Is" is the copula. Why?

"Name" is a common noun, used as chief word in the subject. "Robert" is a proper noun, used as a predicate. "Is" is a verb, used as copula.

### 3. The girl was winding her watch.

The girl | was winding | her watch.  
|

Kind of sentence? Why? Subject? Why? "Was winding" is the predicate. Why? "Her watch" is an objective element. Why?

"Was winding" is a verb consisting of two words united to express action and to affirm. "Watch" is a common noun, used as the chief word of an objective element.

1. Viola blushed. 2. Stephen was a martyr. 3. Boys may be messengers. 4. Merchants sell goods. 5. Mechanics build houses. 6. Fishes swim. 7. James is a hero. 8. John should be a student. 9. Dogs kill sheep. 10. Henry struck William.

---

## LESSON XXV

### TOPICS

#### TWO LITTLE GIRLS

I know a little girl

(You? Oh, no!)

Who, when she's asked to go to bed,

Does just so :



She brings a dozen wrinkles out,  
 And takes the dimples in ;  
 She puckers up her pretty lips,  
 And then she does begin —  
 “Oh, dear me ! I don’t see why !  
 All the others sit up late,  
 And why can’t I ?”

Another little girl I know,  
 With curly pate,  
 Who says : “ When I’m a grown-up girl,  
 I’ll sit up late.  
 But mother says ’twill make me grow,  
 To be an early bird.”  
 So she and dolly trot away  
 Without another word.  
 Oh, the sunny smile and the eyes so blue,  
 And — well, now that I think of it,  
 She *looks like you !*

This is a comparison of two little girls.

The first stanza follows these topics : —

1. Who the first little girl is.
2. Her actions at bedtime.
3. Her remarks.

*Read what covers each of these topics.*

*Make topics for the second stanza.*

*Read what covers each of your topics.*

*Make topics for the following subject :*

How I Behave.

1. In the morning.
2. At night.



## LESSON XXVI

## POSSESSIVE FORMS OF NOUNS

John's hat is torn.

In this sentence the noun "John's" is called a *possessive* because it denotes *ownership*. A possessive always modifies a noun denoting a different object from itself, and sometimes denotes *kind* or *authorship* instead of *ownership*; as, *Lowell's* Poems.

A **possessive noun** is used to modify a noun *different in meaning* from itself. When a noun is used as a possessive, it is said to be in the *possessive case*.

The apostrophe (') is used to show that a noun is a possessive.

In writing the possessive case of nouns remember that —

1. When a noun denotes but one object, the letter *s* follows the apostrophe; as in *John's*, *Moses's*.

2. When the noun denotes more than one object, and ends with *s*, the apostrophe alone is used, as in *ladies'*.

3. When the noun denotes more than one object, and does not end with *s*, the apostrophe is usually followed by *s*, as in *men's*.

*Write five sentences, modifying their subjects by possessive nouns.*

*Point out the possessive nouns in the following sentences: —*

1. Your father's brother is my uncle. 2. Mr. Eddy sells children's shoes. 3. Our farm once belonged to your grandfather. 4. Her doll's dress was soiled. 5. We met on the boys' playground. 6. Did you ride in the ladies' car? 7. The horse's foot is lame. 8. Have you read Kipling's tales?

The nest of the bird is very small.

In this sentence what word may be used instead of the group "of the bird" ?

A group of words beginning with "of" may frequently be used instead of a possessive noun.

*Substitute groups for the possessive nouns in the following sentences : —*

1. I grasped the boy's hand.
2. Daniel was in the lion's den.
3. The vessel's owner was drowned.
4. Have you found the fox's den?
5. We were startled by the lightning's flash.
6. Were you at home when the barn's roof was blown off?
7. An owl's hoot was heard.
8. The farmer's horse was much admired.
9. The boy's lesson was soon learned.

*Substitute possessive nouns for the groups beginning with "of" in the following sentences : —*

1. The head of the horse was hurt.
2. We loitered by the bank of the river.
3. The house of the squirrel was a hollow tree.
4. The hunters came to the den of the tigers.
5. The owner of the dogs was much surprised.
6. The boiler of the steamer was out of order.
7. The strength of the warrior was fast failing.



## LESSON XXVII

### THE PRONOUN

John put John's hat on John's head.

Is this a correct sentence? What word is unnecessarily repeated? The sentence should be written, "John put *his* hat on

*his* head." What word is here used instead of "John's"? This word is called a *pronoun*, which means *instead of a noun*.

A **pronoun** is a word used instead of a noun; as, *he* runs, *she* sings, *they* listen.

*Use each of the following pronouns in a sentence:—*

|     |      |       |      |      |       |
|-----|------|-------|------|------|-------|
| I   | my   | me    | it   | we   | him   |
| you | your | she   | its  | our  | thou  |
| he  | his  | her   | they | us   | thee  |
| who | them | whose | whom | ours | their |

*Substitute appropriate pronouns for the dashes in the following sentences:—*

1. Stephen died a martyr to — faith.
2. — house to — was a strange land.
3. — said of — son, "— is — brother."
4. Let there be no strife betwixt — and —.
5. Lend — — pen till — write — exercises.
6. How much — missed — brother and — sister.
7. — say — are — friends.
8. — asked — to visit —.
9. Would — think — right for — to neglect — garden?
10. — friends could scarcely believe — when — told — — had refused.

11. Lives of great men all remind —  
— can make — lives sublime.

*Write five sentences, using pronouns as subjects.*

MODEL. — *We* are scholars.

*Write five sentences, using pronouns as subjects and predicates.*

MODEL. — *It* was *she*.

*Write five sentences, using pronouns as objects.*

MODEL. — Henry admires *them*.

*Point out the pronouns in these sentences :—*

1. He is your uncle.
2. His dog worried our cat.
3. She lost the book which he gave her.
4. Did you tell me who they are?
5. It can not find its way out.
6. Were you with them?
7. Yes ; I was with them, and can tell you who they were.
8. The boy who died was my cousin.
9. Sarah can not find her book.
10. Who will find it for her?

---

## LESSON XXVIII

### APPOSITIVE NOUNS

Mr. Jones, the mason, is here.

In this sentence the noun “mason” means the same person as “Mr. Jones” and modifies “Mr. Jones,” telling his business.

Gray, the famous poet, was present.

In this sentence “the famous poet” means the same as “Gray” and modifies “Gray,” telling which man named Gray is meant.

A noun thus used to denote the same person or thing as the noun which it modifies is called an *appositive*. It is said to be in the same case as the noun which it modifies.

An **appositive** is a word or group of words used to modify a noun or pronoun by denoting the same object.

An appositive is usually placed after the noun or pronoun with which it is in apposition. Thus, in the sentence, “The emperor Nero was a cruel tyrant,” “Nero” is in apposition with “emperor.”

An appositive is usually set off by a comma.

*Write five sentences, modifying their subjects by appositives.*

MODEL. — Mr. Tod, the *mason*, died yesterday.

*Point out the appositives in the following sentences: —*

1. Mr. Whitcomb, the lawyer, is out of town. 2. Whang, the Chinese miller, acted foolishly. 3. Milton, the poet, was blind. 4. Stephenson, the celebrated engineer, lived in England. 5. Have you seen Mr. Hicks, the man who sells strawberries? 6. I am reading the speeches of Webster, the statesman. 7. Washington, the capital of the United States, is situated on the Potomac.

---

## LESSON XXIX

### ADJECTIVES

The boy is good.

The predicate “good” is affirmed of the noun “boy”; it expresses a quality of the boy.

The good boy is ill.

Here “good” is not affirmed of “boy,” but still modifies the noun, expressing a quality of “boy.”

In the sentences, “*This* book is heavy,” “*That* book is light,” “*Two* boys were sick,” “*Three* boys were idle,” the words, *this*, *that*, *two*, and *three*, are modifiers of the nouns that follow them; but they do not express any quality. *This* and *that* point out the nouns to which they belong; *two* and *three* denote number.

Those words which modify nouns by expressing quality, pointing them out, or denoting number, are called *adjectives*.

An **adjective** is a word used to describe or define a noun or a pronoun.

Sometimes nouns are used to define other nouns, as, *John's* hat, Milton, the *poet*. Although such words have an adjective force, they are not, strictly speaking, adjectives. They are nouns used as adjective elements. See Lesson XXX.

*Select the adjectives from the following exercise, and state what nouns or pronouns they modify.*

MODELS. — 1. Fearful storms sweep over these islands.

“Fearful” is an adjective modifying the noun “storms.”  
“These” is an adjective modifying the noun “islands.”

2. My poor brother is lame.

“Poor” is an adjective modifying the noun “brother.”  
“Lame” is an adjective used as a predicate and affirmed of the noun “brother.”

1. Both horses are lame. 2. Ripe peaches are plentiful.  
3. Large houses are expensive. 4. You may take either road.  
5. That boy has a kind father. 6. Every man carried a square box.  
7. This lesson is hard. 8. The brave soldier received a severe wound.  
9. He is good. 10. You are brave.

Most adjectives derived from proper nouns should commence with capitals; as, *American* cotton, *French* customs.



## LESSON XXX

### ADJECTIVE ELEMENTS

Small lakes are abundant.

In this sentence the word “small” modifies “lakes,” showing what kind of lakes are abundant.

John's hat is torn.

In this sentence the possessive noun "John's" modifies "hat," denoting that it is the hat belonging to John that is torn.

Mr. Jones, the mason, is insane.

In this sentence the expression "the mason" modifies "Mr. Jones," telling the trade or business of the man who is insane.

These modifying words are called *adjective elements* because they modify nouns.

An **adjective element** is a word or a group of words which modifies a noun or a pronoun.

Ripe peaches are plentiful.

In this sentence what element is "ripe"? Why?

This boy has six peaches.

In this sentence what elements are "this" and "six"? Why?

*Write five sentences, modifying their subjects by adjective elements.*

MODEL. — *Cold* weather is unpleasant.

*Write five sentences, modifying nouns used as predicates by adjective elements.*

MODELS. — 1. I am *a diligent pupil*.

2. Dewey is a hero *of renown*.

3. America is a refuge *for those who are oppressed*.

*Write five sentences, modifying nouns used as objects by adjective elements.*

MODELS. — 1. I shot *a large* bird.

2. The bird uttered *a cry of distress*.

*Write five sentences, modifying a possessive noun by an adjective element.*

- MODELS. — 1. *Our* father's horse is lame.  
 2. The *poor* dog's leg is broken.  
 3. I saw your *little* sister's doll.

A possessive noun, since it modifies another noun, is an adjective element.

*Write five sentences, using possessive nouns as adjective elements.*

MODEL. — The *bird's* cage is open.

*Analyze the following sentences, selecting the subjects, the predicates, and the adjective elements: —*

MODELS. — 1. Frank's father is a merchant.

|                |  |      |           |
|----------------|--|------|-----------|
| father         |  | is : | merchant. |
| <u>Frank's</u> |  |      | <u>a</u>  |

This is a *simple declarative sentence*. "Father" is the subject; it is a noun, and is modified by the adjective element "Frank's." "Is" is the copula. "Merchant" is the predicate; it is a noun, and is modified by the adjective element "a."

2. My old wheel was stolen.

|            |  |             |
|------------|--|-------------|
| wheel      |  | was stolen. |
| <u>My</u>  |  |             |
| <u>old</u> |  |             |

This is a *simple declarative sentence*. "Wheel" is the subject; it is a noun, and is modified by the two adjective elements "My" and "old." The predicate consists of a group of words "was stolen," which represent the action and affirm it.



## 3. Milton, the poet, was blind.

|        |  |              |
|--------|--|--------------|
| Milton |  | was : blind. |
| poet   |  |              |
| the    |  |              |

This is a *simple declarative sentence*. "Milton" is the subject ; "blind" the predicate ; "was" is the copula. "Milton" is modified by "poet," an adjective element ; "poet" by "the," an adjective element.

1. My book is an arithmetic. 2. These two birds have sweet voices. 3. Our school is a fine building. 4. The boys' parents praised their children. 5. A pretty song was sung. 6. Mary's sister is coming. 7. She is a sweet girl. 8. The children are her warm admirers. 9. My uncle, the artist, is an invalid. 10. That gentleman is Mr. Jones, the senator.

*Use each of the following adjectives as an adjective element :—*

MODELS. — *Smooth* ice. *Some* books.

|          |         |           |            |
|----------|---------|-----------|------------|
| Smooth — | Some —  | Latter —  | Yonder —   |
| That —   | Many —  | Either —  | Golden —   |
| Four —   | These — | Certain — | Another —  |
| Such —   | Blue —  | Sour —    | Fourfold — |
| Sweet —  | Other — | Old —     | Every —    |
| Black —  | One —   | Few —     | Silent —   |

*Use the following adjectives as predicates :—*

|         |         |          |              |
|---------|---------|----------|--------------|
| Dry —   | Dirty — | Rough —  | Spanish —    |
| Bad —   | Light — | Round —  | Healthy —    |
| Soft —  | Moist — | Square — | Pleasant —   |
| Good —  | Warm —  | Smooth — | Australian — |
| Safe —  | Lost —  | High —   | Great —      |
| White — | Firm —  | Sharp —  | Cold —       |

## LESSON XXXI

## THE ARTICLE

*A* horse was stolen.

In this sentence “A” denotes that *one* horse is meant, but it does not point out any particular horse.

*The* horse was stolen.

“The” denotes that a particular horse is meant.

The words “A” and “The” in these sentences are adjectives, because they modify nouns. They are also called *articles*.

*A* and *an* are different forms of the same word.

*The* is called the **definite article**, because it points out definitely the object which it restricts.

*A* or *an* is called the **indefinite article**, because it restricts in an indefinite or general manner.

Place “a” or “an” before the following words:—

|         |          |            |              |
|---------|----------|------------|--------------|
| — egg.  | — hour.  | — hearth.  | — memory.    |
| — ode.  | — eagle. | — humor.   | — measure.   |
| — cart. | — stand. | — orange.  | — opossum.   |
| — goat. | — house. | — turkey.  | — elephant.  |
| — oven. | — honor. | — vulture. | — advantage. |

Use “a” or “an” instead of the dashes in the following sentences:—

1. Temperance is — virtue.
2. The house stands on — hill.
3. — loud report was heard.
4. Life is but — vapor.
5. He is — honest man.
6. He has — ax to grind.
7. Father has bought — horse.
8. My being — child was — plea for my admission.

*Use the proper articles instead of the dashes in the following sentences:—*

1. Such — law is — disgrace to any state.
2. Repeat — first four lines in concert.
3. Love took up — harp of life, and smote on all — chords with might.
4. — fox is cunning.
5. — days are calm.
6. — wise son maketh — glad father.

*Point out the articles in your reading lesson, and tell what they modify.*

---

## LESSON XXXII

### LETTER WRITING

DEVONSHIRE TERRACE, London,

Feb. 27, 1849.

MY DEAREST MARY :

I am not engaged on the evening of your birthday ; but even if I had an engagement of the most particular kind, I should excuse myself from keeping it, so that I might have the pleasure of celebrating at home, and among my children, the day that gave me such a dear and good daughter as you.

Ever affectionately yours,

CHARLES DICKENS.

*Write a letter to a friend, telling of something interesting that happened in school this year.*

---

## LESSON XXXIII

### THE APOSTROPHE AND CONTRACTIONS

How is the apostrophe used to indicate the possessive case of nouns which denote but one object? In what two ways may it be used to show the possessive case of nouns denoting more than one object?



*It's*, the proper contraction of *it is*, must not be confused with the possessive pronoun *its*. The latter has no apostrophe. Thus, "It's a pity she could not come." "Its boughs are laden with fruit."

---

## LESSON XXXIV

### THE PRONOUN IN INTERROGATIVE SENTENCES

Who is coming? John.

Many interrogative sentences contain pronouns which help to ask the questions, and which stand for nouns found in the answers to the questions.

Who | is coming?  
|

In this sentence, "Who" is a pronoun used as the subject; "is coming" is a verb formed of two words, used as the predicate.

Who was the captain?

The order of the words in this sentence must be changed before the sentence can be analyzed.

captain | was : Who  
| the |

"Captain" is a noun used as the subject, modified by the adjective "the," used as an adjective element; "was" is a verb used as the copula; "who" is a pronoun used as the predicate.

Whom did you see?

The order of the words in this sentence must be changed.

you | did see | Whom  
|

"You" is a pronoun used as the subject ; "did see" is a verb formed of two words, used as the predicate ; "whom" is a pronoun used as an objective element.

Whose hat have you?

you | have | hat  
| Whose

"You" is a pronoun, used as subject ; "have" is a verb, used as direct predicate ; "hat" is a noun, used as objective element ; "whose" is a pronoun, used as adjective element to modify the noun "hat."

What did you say?

you | did say | What  
|

*Analyze this sentence.*

Which will you have?

you | will have | Which  
|

*Analyze this sentence.*

Which hat is becoming?

hat | is : becoming?  
| Which |

*Analyze this sentence.*

When "which" is used *with* a noun, it is called an adjective ; when it is used *instead of* a noun, it is called a pronoun.

*Which* and *what*, not used as modifiers, together with *who*, *whose*, and *whom*, when used in asking questions, are called *interrogative pronouns*.

The interrogative pronouns are *who*, *whose*, *whom*, *which*, and *what*, when used in asking questions.

The words *which* and *what* are sometimes placed before nouns in interrogative propositions. They are then called *interrogative adjectives*.

*Analyze the following sentences :—*

1. What did he say? 2. Who wrote that letter? 3. Which trots the fastest? 4. Whom did you call? 5. Whose house was burned? 6. What can he mean? 7. Who has learned this lesson? 8. Who discovered America? 9. Who borrowed John's slate? 10. Whose book is this?

---

## LESSON XXXV

### LETTER WRITING

#### A LETTER TO MOTHER NATURE

You dear old Mother Nature, I am writing you a letter,  
To let you know you ought to fix up things a little better.  
The best of us will make mistakes—I thought perhaps if I  
Should tell you how you might improve, you would be glad to try.

I think you have forgotten, ma'am, that little girls and boys  
Are fond of dolls, and tops, and sleds, and balls, and other toys;  
Why didn't you—I wonder, now!—just take it in your head  
To have such things all growing in a lovely garden bed?

I'd like to have the coasting and the skating in July,  
When old Jack Frost would never get a single chance to try  
To nip our cheeks and noses; and the Christmas trees should  
stand  
By dozens, loaded!—in the woods!—now, wouldn't that be  
grand?

Ah ! what a world it would have been ! How could you, madam,  
make

Such lots of bread and butter to so very little cake ?  
I'd have it just the other way, and every one would see  
How very, very, very, very nice my way would be.

But, as I cannot do it, will you think of what I say ?  
And please, ma'am, *do* begin and alter things this very day.  
And one thing more — on Saturdays don't send us any rain.  
Good-by. If I should think of something else, I'll write again.

— SYDNEY DAYRE.

*Write a letter to your sister, telling her what you should do if you  
could act just as you pleased and have whatever you wanted for a whole  
day.*

This is the way to address the envelope : —

|  |  |
|--|--|
| <p>Miss Mary Eliot,<br/>33 Front St.,<br/>Sancaster, Pa.</p> |  |
|--|--|

*Copy this address. Then draw an envelope in the same way, and  
address it to your sister or to some girl friend.*



## LESSON XXXVI

## PRONOUNS USED AS SUBJECTS AND PREDICATES

*He* comes, *I* go.*She* speaks.*Thou* art here.*We* know the lesson.*They* heard the speech.*Who* comes?

How are all these pronouns used?

It is *he*.It was *I*.No, it was *she*.Is it *thou*?It may have been *we*.No, it was *they*.

How are all these pronouns used?

Make a list of those pronoun forms which are used as subjects and of those pronoun forms used as predicates. What do you notice about these lists?

The form of a pronoun used as a subject is called the nominative case of the pronoun.

The nominative case of the pronoun is employed also when the pronoun is used as predicate.

*Fill each blank in the following exercise with the nominative form of a pronoun:—*

1. — was —.    2. — drew the picture.    3. The offender was —.    4. — is —.    5. — were there.

## LESSON XXXVII

## PRONOUNS USED AS OBJECTIVE ELEMENTS

The teacher scolded *me*.

She will scold *us*.

The Lord preserve *thee*.

We admire *him*.

We distrust *her*.

Let us call *them*.

*Whom* do you fear?

How are these pronouns used?

The form of a pronoun used as an objective element is called the objective case of the pronoun.

*Fill in each of the following blanks with the objective case of a pronoun:—*

1. I love —.
2. The birds please —.
3. I read —.
4. — will you see?
5. The pupils like —.
6. These children need —.
7. Our father will reward —.
8. Heaven will bless —.
9. The book delighted —.
10. — should we love?

*Tell what case of the pronoun should be used to fill each of the following blanks, and supply the pronoun:—*

1. — love —.
2. — pleassest —.
3. — are pleased.
4. — is —.
5. — are —.
6. Believe —.
7. — am annoyed.
8. Can — be —?
9. — can enjoy —.
10. — was —.

*Analyze the sentences in the paragraph above.*

## LESSON XXXVIII

## PRONOUNS USED AS ADJECTIVE ELEMENTS — POSSESSIVES

*My* pen is broken.  
*Thy* promise is sure.  
*His* task is ended.  
*Her* dress is beautiful.  
*Its* eyes are blue.  
*Our* class is large.  
*Your* mother is kind.  
*Their* purpose is good.  
*Whose* card is that?

How are these pronouns used?

That form of a pronoun used as an adjective element to modify a noun (by indicating possession), is called the possessive case of the pronoun.

*Fill in each blank in the following sentences with the possessive case of some pronoun: —*

1. — purse is light. 2. I lost — purse. 3. — father's name is John. 4. It was — brother. 5. — purse is this? 6. — horse is lame. 7. Charles is — name. 8. We saw — fall. 9. — escape was wonderful. 10. — fault is it? 11. It is not — fault. 12. Do — best. 13. — best is not very good. 14. I will appreciate — effort. 15. — voice is that? 16. It is — mother's voice. 17. — voice is sweet.

*Analyze the preceding sentences.*

## LESSON XXXIX

## PRONOUNS ALIKE IN NOMINATIVE AND OBJECTIVE CASES

*It* is here.

This is *it*.

I want *it*.

How is each of these pronouns used?

*Which* is coming?

*Which* will you have?

*Which* is it?

How is each of these pronouns used?

*What* is coming?

*What* is it?

*What* will you have?

How is each of these pronouns used?

*Mention three pronouns, each of whose nominative and objective cases are alike.*

*Fill in the blanks in the following sentences; analyze the sentences, and tell why each form is used.*

1. — is —?    2. — is —?    3. — can I do?  
4. — do you want?    5. — is happening?    6. — will do.  
7. — will do?    8. I know —.    9. — is true.  
10. — is true?    11. — is that?    12. — is a bell.    13. I hear —.  
14. — do you hear?    15. I do not hear —.  
16. — of you is correct?    17. I know —.

## LESSON XL

## TOPICS

## A REMEDY THAT FAILED



"I don't see why Charlie cries so much," said Mamma. "I do," said Uncle Ned; "it's because of his curls. He looks so much like a girl that he thinks he must act like a girl." And Charlie listened!

Soon you might have heard *patter, patter*, as a little boy mounted the stairs one step at a time, and two feet on each step.

Then you might have heard a *scrape, scrape*, as somebody felt through Mamma's big workbasket.

Then a big chair was pulled up before the mirror, and somebody with short legs puffed and blew and struggled to mount it.

Then *click, click, snip, snap* went the shears, and the light curls dropped one by one to the floor, leaving the funniest little cropped head you ever saw.

“Now,” said Charlie, in a satisfied tone, “this little boy will never cry again.”

But he did ! Can you tell why?

*Make an outline for this story, and read the story to see what topic each paragraph tells about.*

---

## LESSON XLI

### LETTER WRITING

This is the advice a mother gave to her little girl who wanted to write a letter to her sister : —

“I will give you a rule,” said her mother ; “my dear,  
Just think for a moment your sister is here, —  
And what would you tell her? Consider, and then,  
Though silent your tongue, you can speak with your pen.”

*Follow this mother’s advice, and write a letter to an absent friend.*

This letter ought to be good enough to send without correction.

*Write the address for the envelope on paper and then copy it on an envelope, punctuating carefully.*

---

## LESSON XLII

### ADJECTIVE ELEMENTS AND ADJECTIVES MODIFYING PRONOUNS

I, thy mother, ask it.

|        |  |     |  |     |
|--------|--|-----|--|-----|
| I      |  | ask |  | it. |
| mother |  |     |  |     |
| thy    |  |     |  |     |

This is a *simple declarative sentence*. “I” is a pronoun, nom-

inative case because used as the subject. It is modified by the adjective element, "mother," which is a noun used as an appositive. "Mother" is modified by the pronoun "thy," which is the possessive case, used as an adjective element.

The modifier of a pronoun is an adjective element.

A pronoun in the possessive case is an adjective element.

---

I am weary.

|   |    |        |
|---|----|--------|
| I | am | weary. |
|   |    |        |

"I" is the subject; it is a pronoun in the nominative case. "Am" is a verb used as a copula. "Weary" is an adjective used as a predicate, and affirmed of the pronoun "I."

An adjective in the predicate may modify a noun or a pronoun.

*Analyze the following sentences:—*

1. I was hungry.    2. My journey was long.    3. It fatigued me.
4. He, our good pastor, forgave us.    5. He forgave our folly.
6. We, poor and ill, suffered.    7. Your prayer is heard.
8. It was my voice.    9. Whose turn was it?    10. What can he do?

---

## LESSON XLIII

### REVIEW OF PRONOUNS

*Analyze these sentences, and explain the use of the case of the nouns and pronouns and the uses of the apostrophe:—*

1. Thou callest.    2. I come.    3. She studies.    4. I like her.
5. They are honest.    6. Her lesson was learned.    7. I borrowed his books.
8. They have sold their farms.    9. You should study your lesson.    10. Ye are the people.    11. It can



find its master. 12. Thy fame hath preceded thee. 13. The child loves its nurse. 14. The nurse's love is great. 15. The nurses' rooms are ready. 16. It's a dark day. 17. These children have lost their way. 18. Mr. Rich's dog injured its collar. 19. Whose picture is it? 20. It's my picture. 21. That's Jennie's picture. 22. They've stolen Jack, Mr. Ross's dog. 23. What is its color? 24. It's a big, black, collie dog. 25. Thou art the man.

---

## LESSON XLIV

### POSSESSIVE PRONOUNS

My hat is white. *Mine* is black.

Whose hat is that? It is *mine*.

Bring my hat. Bring *mine*.

Tell how the pronoun "mine" is used in each of these sentences.

Write sentences using the pronoun "thine" in three ways.

Write sentences using the pronouns "his," "hers," "theirs," "ours," "yours," each as subject; as object; as predicate.

These are called *possessive pronouns*. They do not change in form to indicate the nominative and objective cases, and they have no possessive cases.

*Analyze the following sentences:—*

1. Whose lesson was perfect? 2. Mine was good. 3. His was better. 4. We forgot ours. 5. Whose book is it? 6. It is yours. 7. Mine is torn. 8. I tore mine. 9. Theirs was forgotten. 10. Thine be the glory. 11. This book is hers. 12. Those apples are his. 13. Yours is a hard lesson. 14. Those marbles are mine. 15. This book is thine. 16. The victory is ours.



## LESSON XLV

## LETTER WRITING

[DATE.]

Boston, Mass.,

May 1, 1900.

[ADDRESS.]

Mr. James Johnson,  
Madison, O.

Dear Sir:

[BODY OF LETTER.]

I write this to inform you that it is my intention to travel for my health the coming summer and that I shall probably see you in your western home.

Yours truly, [SIGNATURE]

Henry Himes.

*Write a letter to a distant friend or relative, telling him you mean to visit him during your coming vacation.*

*Address an envelope to accompany this letter.*

*Write a letter to yourself from your friend or relative, saying that he will be glad to receive you.*

*Address an envelope; fold the letter, and place it in the addressed envelope.*

*Write a letter to your friend telling him just when to expect you.*

## LESSON XLVI

## ADVERBS

Birds sing sweetly.

In this sentence the word "sweetly" modifies the verb "sing," telling *how* the birds sing. "Sweetly" does not complete the meaning of the verb like an objective element.

Very large vessels were seen.

In this sentence what is modified by "very"? What is "large"?

He rode too fast.

In this sentence what word tells *how* he rode? What word tells *how fast* he rode?

Words like "sweetly" and "very" used to modify verbs or adjectives are called *adverbs*. Words like "too" which modify adverbs are also called adverbs.

An **adverb** is a word used to modify a verb, an adjective, or another adverb.

*Point out the adverbs in the following sentences:—*

MODEL.—The wind blew furiously.

"Furiously" is an *adverb*; it is used to modify a verb.

1. That vessel sails slowly.
2. He built a house there.
3. Emma is quite late.
4. Those mountains are so very high.
5. We were agreeably surprised.
6. I will shortly return.
7. You will never see him again.
8. I would gladly pardon you.
9. So thought Palmyra.
10. He afterward escaped.

*Point out the nouns, verbs, pronouns, and adjectives in these sentences.*

*Point out the adverbs in your reading lesson.*

*Write seven sentences, modifying their predicates by adverbs.*

MODEL. — We should walk *quietly*.

*Write seven sentences, modifying their subjects by adjectives, and these adjectives by adverbs.*

MODEL. — *Very* loud reports were heard.

*Write seven sentences, modifying their predicates by adverbs, and those adverbs by other adverbs.*

MODEL. — He walks *quite* slowly.

---

## LESSON XLVII

### INTERROGATIVE ADVERBS

When will you come?

|     |  |           |
|-----|--|-----------|
| you |  | will come |
|     |  | When      |

An adverb is often used to introduce an interrogative sentence. Such an adverb is called an *interrogative adverb*.

*Analyze the following sentences : —*

1. Where will you go?      2. When did they come?      3. How soon will the war be over?
4. Why are you angry?      5. How does your garden grow?
6. Wherefore should we be sad?
7. Where did your brother the physician get his medical education?
8. Whence come those rude sounds?      9. Where does the violet grow?
10. When does our long vacation begin?
11. Why are you laughing so heartily?      12. Whither is that bird flying?
13. Whence comes the snow?

## LESSON XLVIII

## ADVERBIAL ELEMENTS

The storm raged fiercely.

|       |  |           |
|-------|--|-----------|
| storm |  | raged     |
| The   |  | fiercely. |

“Raged,” a verb used as predicate, is modified by the adverb “fiercely,” which tells *how* the storm raged.

The storm raged *with violence*.

How does the group of words, “with violence,” modify the verb “raged”?

I am very happy.

|   |  |             |
|---|--|-------------|
| I |  | am : happy. |
|   |  | very        |

How does the word “very” modify the adjective “happy”?

She was too easily persuaded.

|     |  |                |
|-----|--|----------------|
| She |  | was persuaded. |
|     |  | easily         |
|     |  | too            |

How does the word “easily” modify the verb “was persuaded”?  
How does “too” modify “easily”?

A word or a group of words used to modify a verb, an adjective, or an adverb is called an *adverbial element*.

An **adverbial element** is a word or a group of words used to modify a verb, an adjective, or an adverb.

*Analyze the following sentences : —*

MODEL. — We should study our lessons carefully.

|    |  |              |  |         |
|----|--|--------------|--|---------|
| We |  | should study |  | lessons |
|    |  | carefully    |  | our     |

This is a *declarative sentence*.

"We" is the subject ; "should study" the predicate. "Should study" is modified by "lessons," an objective element, and by "carefully," an adverbial element. "Lessons" is modified by "our," an adjective element.

1. The ship sails fast.
2. Richard, the wagoner, drives recklessly.
3. I will see you to-morrow.
4. He rides too rapidly.
5. I was coming yesterday.
6. I read a book now and then.
7. My brother's horse trots well.
8. We could have sung better.
9. To-night I will go home.

A noun or a pronoun used as an adverbial element is in the **objective case**.

---

## LESSON XLIX

### ADVERBS OR ADJECTIVES AFTER VERBS

She is dressed (*neat*, or *neatly*?)

She holds her pencil (*careless*, or *carelessly*?)

I felt (*sick*, or *sickly*?)

The flower smells (*sweet*, or *sweetly*?)

The country looks (*beautiful*, or *beautifully*?)

A verb which is a direct predicate should be modified by an *adverb* generally telling *how* the action of the subject is done. The first sentence is meant to state how she is *dressed*, hence the verb "dressed" is to be modified and the adverb "neatly" is used. In the second sentence the verb "holds" is to be modified ; therefore the adverb "carelessly" is used.

A verb which is really a copula asserting a condition of the subject should be followed by an adjective describing the subject. In

the third sentence it is not *my feeling* that is sick, but "*I*" am sick. In the fourth sentence, it is the "*flower*," not what *it does*, that is sweet. In the fifth sentence what is beautiful?

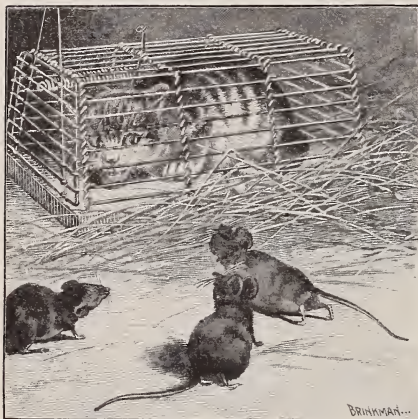
*Read all these sentences correctly.*

## LESSON L

### COMPOSITION

#### THE CAPTOR CAUGHT

*Write a story according to the following topics:—*



1. The kitten.
  - a. Appearance.
  - b. Habits.
  - c. Home.
2. The trap.
  - a. Purpose.
  - b. Arrangement.
3. The kitten's mistake.
4. The mice's triumph.
5. The rescue.
6. The kitten's resolution.

## LESSON LI

### REVIEW ANALYSIS

What are the principal elements in a sentence? (page 14)

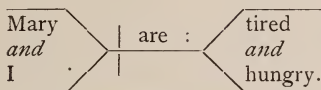
What is an adjective element? (page 45)

What is an adverbial element? (page 66)

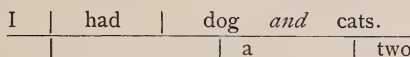
What is a compound element? (page 22)

Analyze the following sentences : —

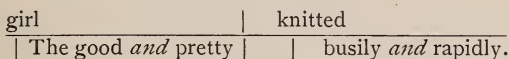
MODELS. — 1. Mary and I are tired and hungry.



2. I had a dog and two cats.



3. The good and pretty girl knitted busily and rapidly.



1. Where do you live? 2. My dear mother and I live together. 3. My house is here. 4. Here we go to and fro. 5. Which is your room? 6. This is mine. 7. A sweet and solemn hush pervaded the quiet forest and the shady lane. 8. What is this loud and turbulent noise? 9. We, your affectionate pupils, give our very humble and most hearty thanks.

## LESSON LII

### ADJECTIVE CLAUSES

A rich man owns that house.

What element is the word "rich"? Why?

A man who is rich owns that house.

In this sentence instead of "rich" we use the words "who is rich" to modify "man." These words form an adjective element. Why?



The expression "who is rich" is a proposition. Why? What is the subject? Why? What is the predicate? Why? What is the copula?

This sentence, then, contains two propositions: "A man owns that house," and "who is rich." The second proposition is an adjective element modifying the subject of the first. These propositions are called **clauses**.

*Analyze the following sentences:—*

MODELS.—1. The fish which you caught is a trout.

|       |  |            |        |
|-------|--|------------|--------|
| fish  |  | is         | trout. |
| The   |  | a          |        |
| which |  | you caught |        |

This is a *declarative sentence*.

"Fish" is the subject; "trout," the predicate; "is," the copula. "Fish" is modified by "the" and by the clause "which you caught," both adjective elements.

2. I like a horse that is gentle.

|   |  |      |  |                 |
|---|--|------|--|-----------------|
| I |  | like |  | horse           |
|   |  |      |  | a               |
|   |  |      |  | that is gentle. |

This is a *declarative sentence*.

"I" is the subject; "like," the predicate; "like" is modified by "horse," an objective element, which is modified by "a" and by the clause "that is gentle," both adjective elements.

1. A very old man who is wealthy lives there. 2. I have a knife that has a white handle. 3. He who studies will learn. 4. You have many blessings which I cannot share. 5. Solomon, who was the son of David, built the temple. 6. He is a man that deserves respect. 7. The Lord chastens him whom he loves. 8. They that forsake the law praise the wicked.



*Use adjectives instead of adjective clauses in the following sentences :—*

1. I have an apple that is rotten.
2. A little boy who is lame came to our house yesterday.
3. How far do you go with the rivers that flow?
4. I like people that are honest.
5. Will you buy me a knife that has four blades?

*Use adjective clauses instead of adjectives in the following sentences :—*

1. I have an aged parent.
2. A talented pupil learns easily.
3. A lame horse is useless.
4. That is the kind teacher.
5. The disorderly pupils caused the trouble.
6. The broken bicycle is mine.
7. An angry man should govern himself carefully.
8. A vain woman is never beautiful.
9. Ripe fruit injures no one.

*Write five sentences, modifying their subjects by adjective clauses.*

MODEL. — The boy that studies will learn.

*Write five sentences, modifying their objects by adjective clauses.*

MODEL. — I have lost the knife which you gave me.

## LESSON LIII

### COMPOSITION

#### THE LITTLE DREAMER

A little boy was dreaming  
 Upon his nurse's lap,  
 That the pins fell out of all the stars  
 And the stars fell into his cap.

So when his dream was over  
 What should that little boy do?  
 Why, he went and looked inside his cap,  
 And found it wasn't true.

*Write a short account of some dream that you remember.*

## LESSON LIV

## RELATIVE PRONOUNS

A man who is rich owns that house.

What is the subject of the clause "who is rich"?

"Who" is a pronoun standing for the noun "man," and used as the subject of the adjective clause. It joins the adjective clause "who is rich" to the noun "man," which the clause modifies.

Those pronouns that represent preceding words or expressions, to which they join modifying clauses, are called *relative pronouns*.

A **relative pronoun** is a word used to represent a preceding word or expression, to which it joins a modifying clause. The relative pronouns are *who*, *which*, *what*, and *that*. *As* is also a relative after *such*, *many*, *same*, and some other words.

The suffixes *ever*, *so*, and *soever* are sometimes added to these pronouns; as, *whoever*, *whoso*, *whosoever*.

A **relative clause** is a clause introduced by a relative pronoun.

*Substitute relative pronouns for the dashes in the following sentences:—*

1. Death lifts the veil — hides a brighter sphere. 2. Blest are the feasts — simple plenty crowns. 3. Our God, in — we trust. 4. The man — paid him the money was the cashier. 5. The message — you sent was received. 6. No one can tell — others may do. 7. He will do — is proper.

*Point out the relative pronouns in the following sentences:—*

MODEL. — A man who is industrious will prosper.

“Who” is a *pronoun ; relative* ; it represents a preceding word, to which it joins a modifying clause. The word it represents is “man.” The clause is, “who is industrious.”

1. Tell me whom you saw. 2. Those who sow will reap.  
3. He that hateth dissembleth with his lips. 4. This is the house which my father bought. 5. I gave him all that I had.  
6. Judge ye what I say. 7. He will do what is right. 8. A kind boy avoids doing whatever injures others. 9. Whoever studies will learn. 10. Whatever ye shall ask in my name, that will I do.

*Analyze the sentences given above :—*

MODEL.—A man who is industrious will prosper.

|     |  |                    |
|-----|--|--------------------|
| man |  | will prosper.      |
| A   |  | who is industrious |

This is a *declarative sentence* ; “Man” is the subject ; “will prosper” is the predicate. “Man” is modified by the adjective element “a” and by the adjective clause “who is industrious,” which is a relative clause, introduced by the relative pronoun “who.”

## LESSON LV

### ADVERBIAL CLAUSES

Flowers bloom when spring comes.

In this sentence what group of words tells when flowers bloom? What element is this group?

Is this group a proposition? Why? What is the subject? Why? What is the predicate? Why? The group is called an

*adverbial clause*, because it contains a subject and a predicate, and is used as an adverbial element.

An **adverbial clause** is a clause used as an adverbial element.

Adverbial clauses begin with *when, where, while, because, if*, or other words similarly used.

These words, when they are adverbs modifying the verbs in the adverbial clauses, are called **conjunctive adverbs**.

*Point out the adverbial clauses in the following sentences :—*

1. I left the spade where I found it.    2. John was whispering while you were talking.    3. The bear growled when he saw the hunter.    4. I cannot go before my father returns.    5. Henry will play with you, if you desire it.    6. We traveled slowly, because we wished to see the country.    7. I can go now, for my task is finished.

*Analyze the above sentences, using the following model :—*

MODEL.—He trembles when it thunders.

|                   |
|-------------------|
| He   trembles     |
| when it thunders. |

This is a *declarative sentence*.

“He” is the subject ; “trembles,” the predicate. “Trembles” is modified by the clause “when it thunders,” an adverbial element. “When” is a conjunctive adverb ; it joins the adverbial clause “when it thunders” to the verb “trembles,” and it is used as an adverb in the clause “when it thunders,” modifying the verb “thunders.”

## LESSON LVI

## ABBREVIATIONS

Dr. Vinton is a brother of Gen. Vinton, and the father of Mrs. Noble.

In this sentence, the first word is "doctor"; but in writing it the first and last letters only have been used. This is a short way of writing a word, and is called an **abbreviation**.

The word "general" is also abbreviated, the first three letters only being used. In abbreviating the word "mistress," all the letters are omitted except the first, the fifth, and the last.

A period should be placed after an abbreviation.

Abbreviations generally begin with capital letters.

*Write the following abbreviations and their equivalents: —*

|                              |                              |
|------------------------------|------------------------------|
| <i>Dr.</i> Doctor.           | <i>Esq.</i> Esquire.         |
| <i>Mr.</i> Mister.           | <i>Gov.</i> Governor.        |
| <i>Cr.</i> Credit.           | <i>Rev.</i> Reverend.        |
| <i>St.</i> Saint, or Street. | <i>Hon.</i> Honorable.       |
| <i>Mt.</i> Mount.            | <i>Prof.</i> Professor.      |
| <i>Col.</i> Colonel.         | <i>Pres.</i> President.      |
| <i>Gen.</i> General.         | <i>Mrs.</i> Mistress.        |
| <i>Maj.</i> Major.           | <i>Atty.</i> Attorney.       |
| <i>Lieut.</i> Lieutenant.    | <i>Capt.</i> Captain.        |
| <i>Co.</i> Company.          | <i>Supt.</i> Superintendent. |

*Make the proper abbreviations in the following sentences: —*

1. Major Whipple lives in Saint Louis.      2. Moses Johnson, Esquire, is an uncle of Professor Collins.      3. Lieutenant Wilson is a guest of Superintendent Furness.      4. Doctor Metz lives on Wood Street, next door to Colonel Clark.      5. Were Mister Jones and President Tappan in the city to-day?

N.B. — Wm. Smith, Esq., lives in Utica, N. Y.

In this sentence the first two letters, "N.B.," are the initials, or first letters, of the Latin words *Nota bene*, and are equivalent to *take notice*. "N. Y." is the abbreviation for *New York*, the first letters of each word being used.

*Write the following abbreviations and their equivalents:—*

|                                 |                                      |
|---------------------------------|--------------------------------------|
| <i>A.M.</i> Forenoon.           | <i>P.M.</i> Afternoon.               |
| <i>B.C.</i> Before Christ.      | <i>A.D.</i> In the year of our Lord. |
| <i>U. S.</i> United States.     | <i>C.O.D.</i> Collect on Delivery.   |
| <i>M.C.</i> Member of Congress. | <i>Bbl.</i> Barrel.                  |
| <i>M.D.</i> Doctor of Medicine. | <i>Lb.</i> Pound.                    |
| <i>P.O.</i> Post Office.        | <i>No.</i> Number.                   |
| <i>P.S.</i> Postscript.         | <i>Ult.</i> The last month.          |
| <i>R.R.</i> Railroad.           | <i>Prox.</i> The next month.         |
| <i>M.</i> Noon.                 | <i>Admr.</i> Administrator.          |

*Write the abbreviations for the days of the week.*

*Write the abbreviations for the months of the year.*

*Write the abbreviations for the states of the Union.*

"A.M.," when placed after the name of a person, is equivalent to *Master of Arts*. "P.M.," when written or printed in a similar manner, is equivalent to *Postmaster*.

The abbreviations for weights and measures, as well as *ult.* and *prox.*, should begin with small letters, unless they stand alone, or at the beginning of sentences. In some cases, small letters may be used as the abbreviations for *forenoon* and *afternoon*.

*Make the proper abbreviations in the following sentences:—*

1. Take notice.—The train will leave at 3 o'clock in the afternoon.
2. Samuel Fish, Member of Congress, has removed

to Buffalo, New York. 3. Send the books to Joel Elkins, Master of Arts, and collect on delivery. 4. My father left for Europe on the seventh day of the last month. 5. Send me four barrels of flour this forenoon. 6. I will pay you on the sixth day of the next month.

---

## LESSON LVII

## COMPLEX SENTENCES

A sentence, any element of which is a clause, is a *complex sentence*. A clause must contain a subject and a predicate.

A **complex sentence** is one some element of which contains a subject and a predicate.

In the complex sentence, "I know where gold is found," the first clause, "I know," makes complete sense when standing alone. It is therefore called the *principal clause*.

A **principal clause** is one which makes complete sense when separated from the rest of the sentence.

The second clause, "where gold is found," does not make complete sense when standing alone, and is therefore called a *subordinate clause*.

A **subordinate clause** is one which does not make complete sense when separated from the rest of the sentence.

*Write five sentences with subordinate clauses used as adjectives, and tell what the principal clause of each is.*

MODEL. — The book which I have is an arithmetic.

The principal clause is, "The book is an arithmetic."



*Write five sentences with subordinate clauses used as adverbs, and tell what the principal clause of each is.*

MODEL. — I listen when you speak.

The principal clause is, "I listen."

*Analyze the following sentences :—*

MODEL. — He that hateth dissembleth.

|    |      |        |              |
|----|------|--------|--------------|
| He |      |        | dissembleth. |
|    | that | hateth |              |

This is a *complex declarative sentence*; it is composed of a principal clause and a subordinate clause. "He dissembleth" is the principal clause; "that hateth" is the subordinate clause.

"He" is the subject of the principal clause; "dissembleth," the predicate. "He" is modified by the clause "that hateth," an adjective element, of which "that" is the subject, and "hateth," the predicate.

He builds a palace of ice where the torrents fall.

|    |          |        |        |
|----|----------|--------|--------|
| He | builds   | palace |        |
|    |          | a      | of ice |
|    | torrents | fall.  |        |
|    | the      | where  |        |

This is a *complex declarative sentence*. "He builds a palace of ice" is the principal clause; "where the torrents fall," the subordinate clause.

"He" is the subject of the principal clause; "builds," the predicate, which is modified by "palace," an objective element, and by the clause "where the torrents fall," an adverbial element. "Palace" is modified by "a" and "of ice," adjective elements; "torrents," by "the," an adjective element; "fall," by "where," an adverbial element.



1. He that flattereth deceiveth his neighbor. 2. The boy that you saw is my younger brother. 3. He was frightened when he first saw a lion. 4. I can not study where pupils make so much noise. 5. I would pay you if I had the money. 6. I can find no fault when you do so well. 7. I know the boy that did this.

---

## LESSON LVIII

### CLAUSES AS OBJECTS

I know that the lesson is hard.

What is the subject of this sentence? What is the predicate? The proposition "that the lesson is hard" is the objective element; hence the sentence is complex. What is the principal clause? What word in this complex sentence forms no part of either clause? "That" is employed as a connective to join the clauses. What is such a word called?

He never denied that the letter was lost.

|    |        |       |               |           |
|----|--------|-------|---------------|-----------|
|    |        |       | (that) letter | was lost. |
| He | denied |       | the           |           |
|    |        | never |               |           |

This is a *complex declarative sentence*. "He never denied" is the principal clause; "the letter was lost," the subordinate clause. "That" is the connective.

"He" is the subject of the principal clause; "denied," the predicate, which is modified by "never," an adverbial element, and by the clause "that the letter was lost," an objective element. "Letter" is the subject of the subordinate clause; "was lost," the predicate. "Letter" is modified by "the," an adjective element. "That" is a connective joining the clause "the letter was lost" to "denied."

*Write five sentences, using clauses as objects.*

MODEL. — I believe that the earth is round.

*Analyze the following sentences :—*

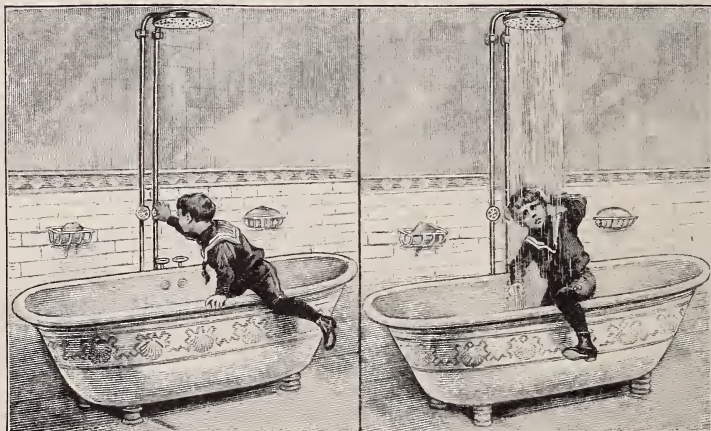
1. The messenger reported that the brave general was dead.
2. The crowd believed that the poor prisoner had escaped.
3. A voice that cheered us cried that the flag was still up.
4. We know that you are waiting.
5. We know you want it.
6. I could tell that he was tired.
7. He said he would come.
8. I feared that you would not know me.
9. I never doubted that the right cause would prevail.
10. Those who know say the result is certain.

---

## LESSON LIX

### COMPOSITION

#### CURIOSITY SATISFIED



*Make an outline for a story about these pictures, and write the story.*

LESSON LX

QUOTATION MARKS

I said, "Who are you?"

"Who are you?" said I.

**Quotation marks** should be used in writing, when we quote the exact language of a speaker or a writer.

Such a quotation should begin with a capital letter.

I asked the man who he was.

When we state what some one says, without using his *exact language*, the quotation marks should not be used.

Quotations are often used as objective elements in sentences.

L said, "Who are you?"

|   |      |     |     |     |
|---|------|-----|-----|-----|
| I | said | you | are | who |
|   |      |     |     |     |

A quotation is generally separated from the rest of the sentence by commas.

*Analyze the following sentences:—*

1. "We must take the current," says Shakespeare, "when it serves." 2. "They laugh that win," says Shakespeare. 3. Milton wrote, "Evil news rides fast." 4. "Silence gives consent," wrote Goldsmith. 5. When Byron would praise a character, he wrote, "He had kept the whiteness of his soul." 6. We know that the Bible forbids stealing. 7. Webster thought that good Christians made good citizens. 8. We are told that God's service is perfect freedom.

## LESSON LXI

## CLAUSES AS SUBJECTS

That he is very sick is evident.

|           |  |      |      |               |
|-----------|--|------|------|---------------|
| (That) he |  | is : | sick |               |
|           |  |      | very | is : evident. |

This is a *complex declarative sentence* ; its subject is a clause. "That he is very sick" is the subject ; "evident," the predicate ; "is," the copula. "He" is the subject of the subject clause ; "sick," the predicate ; "is," the copula. "Sick" is modified by "very," an adverbial element. "That" is a conjunction used to introduce the subject clause.

A complex sentence whose subject only is a clause, need not be separated into principal and subordinate clauses in analysis.

*Analyze the following sentences :—*

1. That the rain will fall is probable. 2. That he is a villain is my opinion. 3. "A rolling stone gathers no moss" is an old maxim. 4. That you are my favorite is evident. 5. That adversity is a hard school is admitted. 6. Whatever is, is right. 7. That the play should succeed would not surprise me. 8. That the day is cold is unfortunate. 9. That money is scarce is true. 10. That you will succeed is my hope. 11. "Might makes right" is not true. 12. "Virtue is its own reward" is an old saying. 13. That the earth is round is easily proved. 14. Whoever comes must be welcomed.

*Write five sentences, using clauses as subjects.*

MODEL. — "Haste makes waste" is a true saying.

## LESSON LXII

## COMPOSITION

## WINTER'S DEPARTURE

The wild March winds have mustered ;  
 Their stormy bugles blow ;  
 Aroused from sleep, in squadrons deep  
 They rush upon the foe.  
 The piled-up snows of winter  
 Cower, and melt, and flee ;  
 In sheltered nooks the little brooks  
 Once more splash merrily.

In all the sunny valleys  
 Is heard a stirring sound ;  
 Little green heads from wintry beds  
 Come peeping through the ground.  
 The pale windflower is swaying  
 Upon its slender stalk ;  
 And violets blue, a merry crew,  
 Ripple and laugh and talk.

*Make an outline of this description.*

*Outline a description of the season of the year which you like best, and write from your outline.*

## LESSON LXIII

## CLAUSES AS PREDICATES

My hope was that you would forget it.

|           |  |        |     |  |              |  |     |
|-----------|--|--------|-----|--|--------------|--|-----|
|           |  | (that) | you |  | would forget |  | it. |
| hope      |  | was :  |     |  |              |  |     |
| <u>My</u> |  |        |     |  |              |  |     |

This is a *complex declarative sentence*. The subject is "hope," modified by the adjective element "my." The copula is "was." The predicate is the subordinate clause, "that you would forget it," introduced by the conjunction "that." The subject of the subordinate clause is "you"; the predicate is "would forget," modified by the objective element "it."

A complex sentence whose predicate only is a clause, need not be separated into principal and subordinate clauses in analysis.

*Analyze the following sentences:—*

1. The question is, what do you want? 2. The truth is I want much. 3. The saying is, "Haste makes waste." 4. My fear was that you would be late. 5. The supposition will be that the train left too late. 6. Our hopes are that the prisoner is innocent and worthy. 7. The fact is I am ignorant. 8. The matter is you don't know how this machine works.

*Write five sentences with subordinate clauses used as predicates.*

MODEL.—The saying is, "Haste makes waste."

---

## LESSON LXIV

### CLAUSES AS APPOSITIVES

The fact that I was sleepy was evident.

This is a *complex declarative sentence*; the principal clause is, "The fact was evident"; the subordinate clause is, "that I was sleepy."

The subordinate clause, "that I was sleepy," is an adjective element modifying the noun "fact"; it means the same thing as the noun, and so is used just like an appositive noun. Hence, such an adjective clause is called an appositive clause.

*Analyze the following sentences, telling which clauses used as adjective elements are appositive clauses:—*

1. The question, "Why should the spirit of mortal be proud?" has never been answered. 2. The truth, that honesty is the best policy, is daily proven anew. 3. The saying, "Seeing is believing," occurred to me. 4. I repeated the saying, "What a strange thing is man!" 5. The proverb, "All's well that ends well," is very old. 6. The fact that the world turns around was once unknown. 7. I knew the principle that water seeks its level. 8. The man that spoke those words is now dead. 9. The belief that God loves us is accepted. 10. The God that loves us is no respecter of persons.

---

## LESSON LXV

### CONNECTIVES

What is a conjunction?

*Give an example.*

What is a relative pronoun?

*Give an example.*

What is a conjunctive adverb?

*Give an example.*

A word which is used to join the two members of a compound sentence, or the two parts of a compound element is a **conjunction**.

A word which joins a relative clause to the principal clause is a **relative pronoun**.

A word which joins an adverbial clause to the principal clause is a **conjunctive adverb**. All other subordinate clauses are joined to the principal clauses by subordinate conjunctions.



*Analyze the following sentences, and tell what the connectives are : —*

1. This book and that stand are mine.
2. You or I must have said it.
3. The sky is dark, but no rain falls.
4. The clouds which have gathered look threatening.
5. I will come when you call me.
6. I know that you will enjoy the entertainment.
7. When he is coming is what I ask.
8. The spot where Wolfe fell is still shown.
9. That the hero fell is known, but where he fell I cannot tell.
10. The story that you tell surprises me.

---

## LESSON LXVI

### REVIEW ANALYSIS

*Analyze the following sentences : —*

1. The mouse that hath but one hole is quickly taken.
2. Do well and right, and let the world sink.
3. Nothing can need a lie.
4. Gather ye rosebuds while ye may.
5. Words are wise men's counters, but they are the money of fools.
6. What is one man's poison is another's meat or drink.
7. Never tell your resolution beforehand.
8. They that govern the most make the least noise.
9. Old friends are best.
10. Diogenes struck the father when the son swore.
11. Who cannot give good counsel?
12. All our geese are swans.
13. Turn over a new leaf.
14. The world's a bubble.
15. Your monument shall be my gentle verse.
16. Age cannot wither her, nor (can) custom stale her infinite variety.
17. How poor are they that have not patience !
18. Her voice was ever soft, gentle, and low.
19. Let not woman's weapons, water drops, stain my man's cheeks !
20. We know what we are, but we know not what we may be.
21. Keep thy shop, and thy shop will keep thee.
22. Blessed is the man that endureth temptation.
23. A little leaven leaveneth the whole lump.
24. If



thine enemy hunger, feed him. 25. A merry heart maketh a cheerful countenance. 26. Architecture is frozen music. 27. If the end be well, all is well. 28. Rivers are highways that move on. 29. La Fontaine says, "Help thyself, and God will help thee." 30. I know what's what. 31. He that has patience may compass anything. 32. Everybody likes and respects self-made men. 33. I repeat—that all power is a trust. 34. The rose that all are praising is not the rose for me. 35. That's best which God sends. 36. Who loves not knowledge? 37. Gentle words are always gain. 38. Socrates said he was not an Athenian or a Greek, but a citizen of the world.

39. For what avail the plow or sail,  
Or land or life, if freedom fail?
40. When duty whispers low, Thou must,  
The youth replies, I can !



## LESSON LXVII

### REVIEW OF NOUNS AND PRONOUNS

*Find the nouns and pronouns in Lesson LXVI, and tell how each is used.*



## LESSON LXVIII

### REVIEW OF VERBS, ADVERBS, AND ADJECTIVES

*Find the verbs in Lesson LXVI, and tell how each is used.*

*Find the adverbs and adjectives in Lesson LXVI, and tell how each is used.*

## LESSON LXIX

## LETTER WRITING

INDIA OFFICE,

October 14, 1823.

DEAR SIR :

If convenient, will you give us house room on Saturday next? I can sleep anywhere. If another Sunday suit you better, pray let me know. We were talking of roast shoulder of mutton with onion sauce ; but I scorn to prescribe to the hospitalities of mine host.

With respects to Mrs. C.,

Yours truly,

CHARLES LAMB.

This is a letter written by the author of "Tales from Shakespeare." How can we tell that it was written to an *intimate* friend?

*Write a letter to a relative, — perhaps an aunt, — asking if you may bring your chum with you when you come to pay her a short visit.*

## LESSON LXX

## PREPOSITIONS

A man of wealth rode by our house.

In this sentence what does the group of words "of wealth" modify? What element is it? Why?

What does the group of words "by our house" modify? It tells *where* the man rode. What element is it? Why?

The word "of" connects the noun "wealth" to the noun "man." The word "by" connects the noun "house" with the

verb “rode.” They are said to show the *relations* between the words which they connect, and are called *prepositions*. The nouns which follow them are called their **objects**.

A **preposition** is a word used to show the relation between its object and some other word.

#### LIST OF THE PRINCIPAL PREPOSITIONS

|         |         |          |         |
|---------|---------|----------|---------|
| Aboard  | Before  | Except   | To      |
| About   | Behind  | For      | Toward  |
| Above   | Below   | From     | Towards |
| Across  | Beneath | In, into | Under   |
| After   | Beside  | Of       | Until   |
| Against | Between | On       | Up      |
| Along   | Beyond  | Over     | Upon    |
| Among   | By      | Past     | With    |
| Around  | Down    | Round    | Within  |
| At      | During  | Through  | Without |

*Point out the prepositions in the following sentences:—*

MODEL.—He came from France to America.

“From” is a *preposition*; it shows the relation between its object and some other word. It shows the relation between “France” and “came.” “To” is a *preposition*; it shows the relation between “America” and “came.”

1. The old man was often in want of the necessities of life.
2. The boy went through the gate into the garden.
3. Be not forward in the presence of your superiors.
4. He was not, at that time, in the city.
5. He drove over the bridge into the city.
6. He went to the doctor for advice.
7. The path brought them to the end of the wood.
8. She turned to the old man, with a lovely smile upon her face.
9. The light came through the stained windows of the old church.

## LESSON LXXI

## PREPOSITIONAL PHRASE

I ran into the house.

“Into the house” is a group of words, consisting of a preposition, its object, and a modifier of the object. These three words form a single expression used as an adverbial element to modify the verb “ran.”

The house beside the church is a parsonage.

“Beside the church” is a group of words, consisting of a preposition, “beside,” its object, “church,” and a modifier of church, “the.” These three words form a single expression used as an adjective element to modify the noun “house.”

A group of words consisting of a preposition and its object is called a **prepositional phrase**.

*Analyze the following sentences:—*

MODEL.—Habits of industry will lead to prosperity.

|             |  |                |
|-------------|--|----------------|
| Habits      |  | will lead      |
| <hr/>       |  |                |
| of industry |  | to prosperity. |

This is a *simple declarative sentence*.

“Habits” is the subject; “will lead,” the predicate. “Habits” is modified by the prepositional phrase “of industry,” an adjective element; “will lead” is modified by the prepositional phrase “to prosperity,” an adverbial element.

1. Light moves in straight lines. 2. They went aboard the ship. 3. I differ from you on that point. 4. The two thieves divided the money between them. 5. The ship was driven

upon the rocks. 6. Our sincerest laughter is fraught with some pain. 7. The young lambs are bleating in the meadows. 8. They came to the country of the free.

---

## LESSON LXXII

### COMPOSITION

#### MAKING FRIENDS



*Make an outline and write a description of this scene.*

---

## LESSON LXXIII

### THE PARTICIPLE

James saw the man plowing.

What is the subject of this sentence? Why? What is the predicate? Why? What is the objective element? Why?

The words "the" and "plowing" limit and restrict "man." The word "plowing" denotes what the man was doing. It does not *affirm* anything of "man"; it modifies it like an adjective.

The word "plowing," then, partakes of the properties of both a verb and an adjective. Like a verb, it expresses *action*; like an adjective, it *modifies a noun*. Because it partakes of the properties of two parts of speech, it is called a *participle*, which word means *partaking of*.

A **participle** is a word derived from a verb, and partaking of the properties of a verb and of an adjective or a noun.

Several participles can be made from the same verb. From the verb "take" come the participles "taking," "taken," "being taken," "having taken," "having been taken."

*Form as many participles as possible from the following verbs: —*

|      |       |       |         |           |
|------|-------|-------|---------|-----------|
| go   | spell | lie   | suffer  | answer    |
| sit  | hope  | make  | enjoy   | demand    |
| see  | grow  | learn | recite  | enchant   |
| help | come  | write | arrive  | resemble  |
| find | paint | study | inquire | reconcile |

*Point out all the participles in the following exercises: —*

MODELS. — 1. The boy, laughing, ran away.

"Laughing" is a *participle*; it is a word derived from the verb "laugh," and partakes of the properties of a verb and of an adjective.

2. The lesson, studied carefully, was recited.

"Studied" is a *participle*; why?

3. Having recited, we were dismissed.

"Having recited" is a *participle*; why?

1. Look at Dash playing with Rose.
2. I send you this note, written in haste, hoping it will reach you before you leave town.
3. Here it comes sparkling, and there it lies darkling.
4. Having finished the task assigned me, I will rest awhile.
5. The boy passed on, whistling as before.
6. The fort, situated on a high hill, was captured at daybreak.

---

## LESSON LXXIV

### THE PARTICIPIAL NOUN

I like skating.

In this sentence "skating" is a noun. It is a *name*, the name of an action.

It is a noun; but, as it expresses action, and is derived from the verb "skate," it is called a **participial noun**. A participial noun is also a common noun; but it need not be so called in parsing.

*Point out the participial nouns in the following exercises: —*

MODEL. — Miss Gray teaches writing.

This is a *simple declarative sentence*.

"Writing" is a noun (why?) ; participial; it is derived from the verb "write," and partakes of the properties of a verb and a noun.

1. He was in danger of losing his life.
2. Let there be no more running and jumping on the lawn.
3. These strawberries are of my own raising.
4. The two men commenced searching for a shelter.
5. They could not avoid being discovered.



*Point out the participles and participial nouns:—*

1. John would have avoided meeting him, if he could have done so without being called a coward.
2. Looking over the wall, we saw a fox caught in a trap.
3. Seeing is believing.
4. The poor woman stood at the door, wringing her hands.
5. Do you see the teacher pointing his finger at us?

## LESSON LXXV

### THE PARTICIPIAL PHRASE

The man cutting the grass is a good gardener.

“Cutting the grass” is a group of words composed of a participle, its object, and a modifier of the object. The whole group forms a single expression used as an adjective element, and is called a **participial phrase**.

Being tired, I sat down on the bench.

“Being tired” is a group of words introduced by a participle, and forming a single expression used as an adverbial element. It is called a participial phrase.

A group of words introduced by a participle, and forming a single expression used as an element in a sentence, is called a **participial phrase**.

*Analyze the following sentences:—*

MODEL.—The window covered with frost intercepted the light from the lamp.

|            |  |             |  |           |
|------------|--|-------------|--|-----------|
| window     |  | intercepted |  | light     |
| The        |  |             |  | the       |
| covered    |  |             |  | from lamp |
| with frost |  |             |  | the       |



"Window" is the subject, modified by "the" and by the participial phrase "covered with frost," two adjective elements. "Intercepted" is the predicate, modified by the object "light," which is modified by "the" and by the prepositional phrase "from the lamp," two adjective elements. "From" is the preposition and "lamp" is its object, modified by the adjective element "the."

1. A cottage nestling among the trees peeped out upon the traveler. 2. A porch adorned with roses occupied the north side of the enclosure. 3. The maiden, neatly dressed, looked sweet enough. 4. At noon, being exhausted from my studies, I fell asleep. 5. Having been there twice, I knew the place well. 6. I learned a song bristling with difficulties. 7. Mr. White's nag, arching her neck, came sidling up to us. 8. A well-worn pathway leads to the spring. 9. The boy ran leaping and skipping merrily. 10. Sparkling with dewdrops, a fairy carpet lay spread.



## LESSON LXXVI

### PHRASES

Little Boy Blue, the boy that minds the sheep, is under the haycock.

"The boy that minds the sheep" is a group of words forming a single expression, yet not a proposition, and is used as an adjective element in the sentence.

I will be there whether or no.

"Whether or no" is a group of words forming a single expression, but not a proposition, and is used as an adverbial element in the sentence.

Any group of words of this sort may be called a **phrase**.

A **phrase** is a group of words properly put together so as to make a single expression, but not a proposition.

*Select the phrases from the following sentences: —*

1. That boy, small and wiry, with red hair and freckled face, is the best wrestler in our school. 2. A post six feet high marked the spot where the camp was located. 3. A squirrel with a bushy tail skipped nimbly across the road in front of us. 4. Watch the children playing in the snow. 5. I looked here and there for arbutus. 6. Every now and then we found some. 7. I will come by and by. 8. Little by little all my property was lost.

---

## LESSON LXXVII

### COMPOSITION

#### THE MISCHIEF MAKER

There's a little mischief-making  
 Elfin, who is ever nigh,  
 Thwarting every undertaking,  
 And his name is By-and-by;  
 What we ought to do this minute  
 "Will be better done," he'll cry,  
 "If to-morrow we begin it, —  
 Put it off," says By-and-by.

Those who heed his treacherous wooing  
 Will his faithless guidance rue;  
 What we always put off doing,  
 Clearly we shall never do.

We shall reach what we endeavor  
If on Now we more rely ;  
But into the realms of Never  
Leads the pilot By-and-by.

*Make an outline of this poem. Write a story on "Tom's Delay and What Came of It."*

---

## LESSON LXXVIII

## THE INFINITIVE PHRASE

The desire to laugh overcame us.

"To laugh" is an adjective element, modifying "desire." It is a form of the verb "laugh." It expresses action, but does not affirm it, and is called an **infinitive**, or **infinitive phrase**.

I smiled to reassure him.

"To reassure him" is an infinitive phrase, consisting of the infinitive of the verb "reassure" and the object "him." The phrase is used as an adverbial element.

Infinitives and participles are often modified by adverbial elements and adverbs. Thus "running rapidly"; "to run rapidly."

An **infinitive** is a form of the verb used to express action without affirming it.

The word "to" is usually placed before the verb, and is called the sign of the infinitive. The two parts should not be separated in analyzing or parsing.

An **infinitive phrase** is an infinitive or a group of words introduced by an infinitive, the whole expression being used as some element in a sentence.

*Analyze the following sentences:—*

1. The wish to hear her inspired my efforts to climb the bal-

cony. 2. The boy studied to learn. 3. I went to church to pray. 4. Those who came to scoff at him became the most earnest to praise. 5. My intention to shoot the burglar was frustrated by his stooping. 6. I have a box to put pens in. 7. A book to cover was placed beside me. 8. I have no lessons to learn to-night. 9. She was "wax to receive, and marble to retain."

## LESSON LXXIX

### SUBJECT PHRASES

What kind of elements have been the phrases so far discussed?

Phrases used as adjective or adverbial elements are called **adjective** or **adverbial phrases**.

To love is to obey.

|         |  |      |          |
|---------|--|------|----------|
| To love |  | is : | to obey. |
| <hr/>   |  |      |          |
|         |  |      |          |

This is a *simple declarative sentence*.

"To love" is a phrase used as the subject; "to obey" is the predicate; "is," the copula.

Dragging the sled was hard work.

|          |  |      |  |       |       |
|----------|--|------|--|-------|-------|
| Dragging |  | sled |  | was : | work. |
| <hr/>    |  |      |  |       |       |
|          |  | the  |  |       | hard  |

The participial phrase, "dragging the sled," is used as the subject of the sentence.

"To the front" was a thrilling cry to hear.

|            |  |           |     |
|------------|--|-----------|-----|
| "To front" |  | was :     | cry |
| <hr/>      |  |           |     |
| the        |  | a         |     |
|            |  | thrilling |     |
|            |  | to hear.  |     |

“To the front” is a phrase used as the subject of the sentence.

A phrase used as the subject of a sentence is called a **subject phrase**.

*Analyze the following sentences:—*

1. To lie is wicked.
2. Telling white lies is poor business.
3. To have lost such a foe would have been poor comfort.
4. To watch the tide come in was a pleasure to us.
5. To teach the young is a pleasant task.
6. Studying under pleasant circumstances is no drudgery to me.
7. Looking out for sails occupied much of his time.
8. To be doing something useful delighted the children.
9. Begging from door to door is his sole occupation.
10. To err is human.

## LESSON LXXX

### PREDICATE PHRASES

My purpose is to do right.

|         |  |      |       |        |
|---------|--|------|-------|--------|
| purpose |  | is : | to do | right. |
| My      |  |      |       |        |

“To do right” is an infinitive phrase used as the predicate of the sentence after the copula “is.”

What confuses me is multiplying by decimals.

|      |  |          |  |    |  |                  |
|------|--|----------|--|----|--|------------------|
| What |  | confuses |  | me |  |                  |
|      |  |          |  |    |  | is : multiplying |
|      |  |          |  |    |  | by decimals.     |

“Multiplying by decimals” is a participial phrase used as predicate of the sentence after the copula “is.”

The general's order will be "To arms."

|           |  |                      |
|-----------|--|----------------------|
| order     |  | will be : "To arms." |
| <hr/>     |  |                      |
| general's |  |                      |
| The       |  |                      |

The prepositional phrase "To arms" is used as predicate, after the copula "will be."

*Analyze the following sentences : —*

1. To brag is to deceive no one. 2. My intention is to leave early. 3. My chief amusement is playing solitaire. 4. My wish was to go to the concert. 5. The means of support are fishing in the rivers and hunting in the woods. 6. Your ambition should be to become a great scholar. 7. To aid your fellow man is to serve God.

## LESSON LXXXI

### OBJECTIVE PHRASES

I want to know him better.

|       |  |      |  |         |  |         |
|-------|--|------|--|---------|--|---------|
| I     |  | want |  | to know |  | him     |
| <hr/> |  |      |  |         |  |         |
|       |  |      |  |         |  | better. |

The infinitive phrase "to know him better" is used as the object of the verb "want."

I like sitting before the fire.

|       |  |      |  |              |
|-------|--|------|--|--------------|
| I     |  | like |  | sitting      |
| <hr/> |  |      |  |              |
|       |  |      |  | before fire. |
|       |  |      |  | the          |

"Sitting before the fire" is a participial phrase used as the object of the verb "like."

A phrase used as the object of a verb or of a participle is called an **objective phrase**.

*Analyze the following sentences :—*

1. We hope to make your friend's acquaintance.
2. The pupils enjoy drawing from nature.
3. The teacher intends to invite all the parents.
4. Our parents hope to be present.
5. I like teaching music.
6. Everybody hopes to live long, yet no one desires to grow old.
7. I anticipate having a good time.
8. We enjoy having had you with us.
9. The baby dreads taking a bath.
10. We remember sailing our boats on the miniature pond.

---

## LESSON LXXXII

### REVIEW OF PHRASES

What is a phrase?

What kinds of phrases do you know?

*Analyze the following sentences, giving special attention to the phrases they contain :—*

1. When Fortune means to men most good,  
She looks upon them with a threatening eye.
2. If all the year were playing holidays,  
To sport would be as tedious as to work.
3. Chiefly the mold of a man's fortune is in his own hands.
4. To write a verse or two is all the praise  
That I can raise.
5. My sentence is for open war.
6. Not to know me argues yourself unknown.
7. Whatever is, is in its causes, just.
8. To die is landing on some silent shore.

9. Lord, in the morning thou shalt hear  
My voice ascending high.
10. Pleased to the last, he crops the flowery food,  
And licks the hand just raised to shed his blood.
11. But yonder comes the powerful king of day,  
Rejoicing in the east.
12. We must eat to live, and live to eat.
13. Being in a ship is being in a jail, with the chance of being  
drowned.
14. Trust that man in nothing who has not a conscience in  
everything.
15. How sleep the brave who sink to rest  
By all their country's wishes blessed !
16. Forbearance ceases to be a virtue.
17. Labor to keep alive in your breast that little spark of  
celestial fire — conscience.
18. He tried the luxury of doing good.
19. Prayer is the soul's sincere desire,  
Uttered or unexpressed.

---

## LESSON LXXXIII

### THE INTERJECTION

Oh! I have cut myself.

Oh, how it bleeds !

Hah! It was a fearful day.

Ah! ha! he caught the ball, did he?

The words *oh*, *ah*, and *hah* are thrown into these sentences merely to express *emotion*. A word so used is called an *interjection*.



Interjections are expressions of emotion only. They are called interjections because they are *thrown in between* connected parts of discourse, though generally found at the commencement of a sentence.

*Select the interjections from the following sentences:—*

1. Hah ! it is a sight to freeze one ! 2. Ah ! ha ! you thought me blind, did you? 3. Oh ! Oh ! 'tis foul ! 4. O excellent young man ! 5. Alas, what have I seen or known ! 6. Mercy, how it burns ! 7. Fie upon thee ! 8. Soft ! I did but dream.

9. Don't you hear? Don't you see?

Hush ! Look ! In my tree

I'm as happy as happy can be !

What punctuation mark is placed after most of the interjections used in these sentences? What other mark is placed after a few of these interjections? When the comma is placed after an interjection, what mark is always found at the end of the sentence? Find a case in which no mark follows the interjection.

An **interjection** is a word used to denote some sudden or strong emotion.

An interjection is usually, but not always, followed by an exclamation point [!].

The word *O* is always a capital letter.

*Select the interjections from the following, and punctuate properly:—*

1. Aha you are a truant 2. Ahem I will think about it  
3. Hark the clock strikes one 4. Pshaw I knew that yesterday  
5. Alas we shall see him no more 6. Tush tush man I made no  
reference to you 7. Ay he is every inch a king 8. Oh what a  
noble mind is here o'erthrown 9. Alas they had been friends  
in youth 10. Hark hark the lark at heaven's gate sings

## LESSON LXXXIV

## COMPOSITION

## BESSIE AND BOSSY



Bessie and Bossy seem to be great friends.

Bessie is standing on the lower rail of the fence, leaning over to feed Bossy. She is neatly dressed, as a little girl should be, in a calico dress, a white apron, and a broad-brimmed hat. She clings to the fence rail with one hand and holds out to Bossy with the other a large red apple which I think she gathered from the tree above her.

Bossy, too, is neatly dressed, as a little calf should be, in a spotted suit of brown and white. He seems to feel no fear of Bessie, but puts his head boldly forward to get the fruit.

In the background may be seen the frame farmhouse, shaded by trees and surrounded by meadows.

It is a peaceful scene !

*Make an outline of this description.*

BESSIE AND BOSSY (*continued*)

*Make an outline, and write a description of the scene in the following picture.*

*Read each paragraph of your description, to see whether it describes one topic in your outline.*



## LESSON LXXXV

## CONDENSATION AND ENLARGEMENT

Complex sentences may often be reduced to simple sentences by using single words or phrases, instead of subordinate propositions.

*Reduce the following complex sentences to simple sentences:—*

- MODELS.— 1. A man who is wealthy, lives there = A man of wealth (or, a wealthy man) lives there.  
2. We started when the sun rose = We started at sunrise.

1. A pupil that is studious, will learn rapidly. 2. Men who are honest, are respected. 3. A boy, when he is at play, is happy. 4. An accident that was unavoidable, occurred at the factory this morning. 5. Franklin, who was a philosopher, was an American. 6. One soldier was not present when the roll was called. 7. They weighed anchor when the tide turned. 8. My brother has gone to the city, that he may find employment.

Simple sentences may often be enlarged to complex sentences by using subordinate clauses instead of single words or phrases, as modifiers.

*Enlarge the following simple sentences:—*

MODEL.—None think the great unhappy but the great = None think that the great are unhappy but the great.

1. A thing of beauty is a joy forever. 2. I went down to the river at ten o'clock. 3. Time wasted is existence; used, is life. 4. Thou hast uttered cruel words. 5. The poor must work in their grief. 6. They came here to see the country. 7. The wild beasts kept for the games, had broken from their dens. 8. Haste to cheer my father's heart.

*Substitute single words or clauses for the phrases in the following sentences:—*

MODELS.—1. Henry studies his lessons with care = Henry studies his lessons carefully.

2. Ice forms in cold weather = Ice forms when the weather is cold.

1. The sailors weighed anchor at sunrise. 2. The enraged lion struggled in vain. 3. Flowers bloom in the spring. 4. Some

seed fell on stony ground. 5. The face of the poor boy was disfigured. 6. Our schools should be the pride and boast of our country. 7. I have written this letter in haste.

---

## LESSON LXXXVI

### POSITION OF WORDS, PHRASES, AND CLAUSES

The meaning of a sentence may often be changed by changing the position of the single words, phrases, and clauses of which it is composed.

In the sentence, "Only John studies algebra," "only" modifies "John." He is the only person that studies algebra. In the sentence, "John studies only algebra," "only" modifies "algebra." It is the only branch that John studies.

In the sentence, "A watch was found yesterday by a schoolboy with steel hands," the phrase "with steel hands" modifies "schoolboy"; but in the sentence, "A watch with steel hands was found yesterday by a schoolboy," the phrase "with steel hands" modifies "watch." In the first sentence, the steel hands are represented as belonging to the *schoolboy*; in the second, to the *watch*.

In the sentence, "He needs no spectacles that cannot see," the clause "that cannot see" is not intended to be used as a modifier of "spectacles," but of the word "he." It should be placed between "he" and "needs."

Words, phrases, and clauses, used as modifiers, should be placed as near as possible to the modified words.

*Locate the phrases and clauses properly in these sentences:—*

1. The sled was bought by a boy going to school for a dollar.
2. Wanted.—A horse by an English gentleman, sixteen hands

high. 3. A man was hanged yesterday with a blind eye. 4. Look at those two men fishing with sunburnt faces. 5. The book was dropped by a bad boy on my head. 6. I saw a dog bite a man with long ears and a white spot on his face. 7. Mr. Otis needs a surgeon, who has broken his arm.

---

## LESSON LXXXVII

### PARTS OF SPEECH

Words have different meanings, and are used in different ways.

They can be divided into classes, according to their meaning and use. These classes are called *parts of speech*.

**Parts of speech** are the classes into which words are divided according to their meaning and use.

The **parts of speech** are: nouns, pronouns, adjectives, verbs, participles, adverbs, prepositions, conjunctions, and interjections.

A **noun** is a name.

*Give examples.*

A **pronoun** is a word used instead of a noun.

*Give examples.*

An **adjective** is a word used to describe or define a noun or a pronoun.

*Give examples.*

A **verb** is a word which expresses action, being, or state.

*Give examples.*



A **participle** is a word partaking of the character of a verb and of an adjective or a noun.

*Give examples.*

An **adverb** is a word used to modify a verb, an adjective, a participle, or an adverb.

*Give examples.*

A **preposition** is a word used to show the relation between its object and some other word.

*Give examples.*

A **conjunction** is a word used to connect words, groups of words, or propositions.

*Give examples.*

An **interjection** is a word used to denote emotion.

*Give examples.*



## LESSON LXXXVIII

### COMPOSITION

#### FREAKS OF JACK FROST

The Frost looked forth on a still, clear night,  
And whispered, "Now I shall be out of sight ;  
So through the valley and over the height

In silence I'll take my way.

I will not go on like that blustering train --  
The wind and the snow, the hail and the rain --  
That make such a bustle and noise in vain ;  
But I'll be as busy as they."

So he flew to the mountain, and powdered its crest ;  
He lit on the trees, and their boughs he dressed  
With diamonds and pearls ; and over the breast  
    Of the quivering lake he spread  
A coat of mail, that it need not fear  
The glittering point of many a spear  
Which he hung on its margin, far and near,  
    Where a rock could rear its head.

He went to the windows of those who slept,  
And over each pane, like a fairy, crept ;  
Wherever he breathed, wherever he stepped,  
    By the morning light were seen  
Most beautiful things : there were flowers and trees,  
There were beves of birds and swarms of bees ;  
There were cities, and temples, and towers ; and these  
    All pictured in silver sheen !

But he did one thing that was hardly fair :  
He peeped in the cupboard, and finding there  
That all had forgotten for him to prepare —

    “ Now, just to set them a-thinking,  
I'll bite this basket of fruit,” said he,  
“ This costly pitcher I'll burst in three ;  
And the glass of water they've left for me  
    Shall ' tchick ! ' to tell them I'm drinking.”

— HANNAH F. GOULD.

*Make an outline of the story told in this poem.*

*Write a story from the outline which you make.*

*Read each paragraph of your story aloud to see whether it is about one topic in your outline.*

*Notice where each paragraph begins.*

*Explain the use of each capital and each period in your story.*

*Explain the use of the quotation marks in your story.*



## LESSON LXXXIX

## ANALYSIS SUMMARIZED

A **sentence** is a group of words making complete sense.

*Give examples.*

The **subject** is that part of a proposition about which something is affirmed.

*Give examples.*

The **predicate** is that part of a proposition which is affirmed of the subject.

*Give examples.*

The **copula** is a word or a group of words used to join a predicate to a subject, and to make an assertion.

*Give examples.*

A **direct predicate** is a predicate affirmed of the subject without any expressed copula.

*Give examples.*

A **proposition** is a subject combined with its predicate.

*Give examples.*

A **simple sentence** is a sentence consisting of but one proposition.

*Give examples.*

A **compound sentence** consists of two or more connected propositions, each of which will make complete sense when standing alone.

*Give examples.*

A **member** of a compound sentence is one of the propositions of which it is composed.

*Give examples.*

A **complex sentence** is one some element of which is a proposition.

*Give examples.*

A **clause** is one of the propositions forming a complex sentence.

*Give examples.*

A **principal clause** is that proposition forming part of a complex sentence which makes complete sense when separated from the rest of the sentence.

*Give examples.*

A **subordinate clause** is that proposition used as an element in a complex sentence which does not make complete sense when separated from the rest of the sentence.

*Give examples.*

A **phrase** is a group of words properly put together so as to make a single expression, but not a proposition.

*Give examples.*



## LESSON XC

### ELEMENTS SUMMARIZED

An **element** is one of the distinct parts of a sentence.

The **principal elements** are the *subject* and the *predicate*.

The **subordinate elements** are *objective*, *adjective*, and *adverbial* elements.

An **objective element** is a word or a group of words that completes the meaning of a verb.

*Give examples.*

An **adjective element** is a word or a group of words that modifies a noun or a pronoun.

*Give examples.*

An **adverbial element** is a word or a group of words that modifies a verb, an adjective, a participle, or an adverb.

*Give examples.*

The copula is not an element in the sentence.

A word, a phrase, or a clause may be used as any element in the sentence.

---

## LESSON XCI

### COMPOSITION

#### SANTA CLAUS

*Make an outline for a description of this picture, and write the description.*



## LESSON XCII

## KINDS OF PHRASES

What is a phrase?

Phrases may be classified according to their use into:—

1. **Substantive**; as, "*To be king* is my ambition."
2. **Adjective**; as, "A boy *ambitious for honor*."
3. **Predicative**; as, "My hope is *to get the prize*."
4. **Objective**; as, "I want *to do right*."

Phrases may be classified according to formation into:—

1. **Prepositional**; as, "I looked *through the window*."
  2. **Infinitive**; as, "I wished *to see you*."
  3. **Participial**; as, "The storm *now threatening* may pass us."
- 

The rain having stopped, we went out. •

In this sentence the phrase, "The rain having stopped," consists of the noun, "rain," with its modifier, united with the participle, "having stopped." The phrase is not joined in any way to the rest of the sentence. It is called an absolute phrase. The absolute participial phrase is very different from the adjective participial phrase modifying the subject, as, "The rain, having stopped suddenly, fell no more."

---

## LESSON XCIII

## KINDS OF CLAUSES

What is a clause?

A clause is classified according to its use as:

1. **Subject clause**; as, "*That you saw me*, rejoices me."

2. **Objective clause**; as, "I know *that you will like school.*"

3. **Predicate clause**; as, "Our plan was *that he should go.*"

4. **Adjective clause**; as "We, *who know you*, believe you."

5. **Appositive clause**; as, "The question, *Will you come?* troubles me."

6. **Adverbial clause**; as, "I will go, *if you wish it.*"

Clauses introduced by relative pronouns are called **relative clauses**; as, "The rain *which fell* hardly wet the grass."



## LESSON XCIV

### COMPOSITION

#### A VERY ODD GIRL

In school she ranks above her mates,  
And wins the highest prizes ;

She bounds correctly all the states,  
And tells what each one's size is ;

In class she will not prompt a friend,  
For she doesn't believe in telling ;

She heeds the rules from end to end,  
And never fails in spelling.

"She's just as odd as odd can be !"  
Say all the school of Esther Lee.

She keeps her room as neat as wax,  
And laughs at Peter's mockings ;  
She mends Priscilla's gloves and sacks,  
And darns the family stockings ;

She dusts the sitting room for Kate;  
 She cares for baby brother ;  
 She fashions balls and kites for Nate,  
 And runs for tired mother.  
 "She's just as odd as odd can be,"  
 Say all at home of Esther Lee.

For little, crippled Mary Betts  
 She saves her brightest pennies ;  
 She never, never, sulks or frets  
 If she doesn't beat at tennis ;  
 With happy words she's sure to greet  
 Children in lowly by-ways ;  
 She guides unsteady, aged feet  
 Across the bustling highways.  
 "She's just as odd as odd can be !"  
 Say all the town of Esther Lee.

*Outline this description of the character of "A Very Odd Girl."  
 Write a description of the girl from your outline.*

---

## LESSON XCV

### INDEPENDENT ELEMENTS

An **interjection** is simply an expression of emotion.  
*Give an example.*

Interjections have no dependence upon other words.

*John*, come here.

*The Puritans*, they were a God-fearing people.

*You !* You are our candidate.

Which of these italicized nouns and pronouns is used to attract the attention of the person named? Which is used to call the attention of others to the person named? Which is used like an interjection? Nouns and pronouns thus used are *independent* expressions; they are said to be in the *nominative absolute case*.

A noun used in an absolute phrase is also called **independent**.

Interjections and nouns or pronouns used in direct address or in exclamation, merely mentioned, or combined with participles to form absolute phrases, are independent elements.

The name of the person addressed being independent, the subject of an imperative sentence is *thou* or *you* understood.



## LESSON XCVI

### EXERCISE ON INDEPENDENT ELEMENTS

*Analyze the following, selecting especially the independent elements:—*

1. Attention!
2. On, Stanley, on!
3. Magnificent!
4. A rope to the side!
5. How is it now, my old friend?
6. Are you cold?
7. No rain having fallen, the crops were destroyed.
8. There is no danger of his falling.
9. The storm continuing, we dropped anchor.
10. Having led an active life, he could not endure confinement.
11. Being human, he is not perfect.
12. Honor being lost, all is lost.
13. These children; they must be punished.
14. This being said, he retired.
15. I! I cannot be wrong!
16. The boy, oh where was he?



## LESSON XCVII

## COMPOSITION

*Make an outline, and write a description of the character of some person whom you admire.*

---

## LESSON XCVIII

## EXPLETIVES

There is no hope for me.

This sentence means, "No hope is (exists) for me." In this sentence "hope" is the subject, modified by "no"; "is" is the copula; "for me" is the predicate. The word "there" serves no purpose except to introduce the sentence. Such a word is called an *expletive*.

"It is true that I am worried."

This sentence means, "That I am worried is true." The subject is the clause, "that I am worried"; the predicate is "true"; "is" is the copula. "It," which introduces the sentence, is not an element in the sentence. It is therefore called an *expletive*.

An **expletive** is a word used to introduce a proposition, but not used as an element of the proposition which it introduces.

*Analyze the following sentences:—*

1. It is a fact that the war is over.
2. There is no doubt about it.
3. While there is life there is hope.
4. There is a land of pure delight.
5. There comes my father!
6. It is a pity he is so lame.
7. There is a storm coming.
8. It was midnight when we returned.
9. Where was the battle?

## LESSON XCIX

## COMPOSITION

## BABY'S PERIL



*Make an outline and write a story suggested by this picture.*

## LESSON C

## PERSON

I called on you.

The pronoun "I" stands for the person speaking, and the pronoun "you" stands for the person who is spoken to.

They called on us.

The pronoun "they" stands for people spoken of; while the pronoun "us" stands for the speaker and his friends.

The name of a person speaking, or a pronoun used instead of that name, is said to be of the *first person*.

The **first person** denotes the speaker.

The name of a person spoken to, or a pronoun used instead of that name, is said to be of the *second person*.

The **second person** denotes the person addressed.

The name of a person or object spoken of, or a pronoun used instead of that name, is said to be of the *third person*.

The **third person** denotes the person or object spoken of.

*Select the nouns and pronouns from the following sentences, and tell of each whether it is of the first, the second, or the third person:—*

1. I wrote a letter to my brother.    2. John, did you write to me?    3. We will write to you and to your sister.    4. Who stole the roses?    5. I who speak to you am the thief.    6. You who lost them are not to blame.    7. They who purchased them from me are innocent.    8. The rose which grew in my garden is a La France.    9. Our fortune is lost.    10. What do you wish?



## LESSON CI

### FORMS INDICATING PERSON

I, John, speak to you.

John, come here.

I spoke to John.

What is the person of the noun "John" in each of these sentences? Nouns do not show by their form of what person they are.

I am the man.

You are the man.

They are the men.

What is the person of the pronoun used as the subject of each of these sentences? Some pronouns indicate by their form of what person they are.

It was I who came.

It was he who came.

It was you who came.

What is the person of the pronoun "who" in each of these sentences?

Some pronouns do not show by their form of what person they are.

—— am here.

—— is here.

Of what person must the subject of "am" be? Of what person must the subject of "is" be?

We were here.

You were here.

They were here.

Of what person is the subject of "were" in each of these sentences? Some verb forms indicate of what person their subjects are. A verb must agree with its subject in person.

*Tell the person of each subject, and supply the proper verb form for its copula or predicate in the following:—*

1. I —— he.
2. I, who —— the oldest of the family, feel responsible.
3. You —— the culprit.
4. You, who —— the leader, must be most to blame.
5. They —— our friends.
6. They, who —— our friends, ought to come to our aid.
7. I, who —— his enemy, say that he —— honest.
8. Cannot you, who —— his friend, say more?

## LESSON CII

## PERSONAL PRONOUNS

Those pronouns which show by their form whether the nouns which they represent are of the first, second, or third person are called *personal pronouns*.

**Personal pronouns** both represent nouns and show by their form whether they are of the first, second, or third person.

The **simple personal pronouns** are *I, thou, he, she, and it*, with their forms, *we, our, us, my, mine, ye, you, your, thy, thine, thee, his, him, her, its, they, their, them*.

The **compound personal pronouns** are formed by adding *self* or *selves* to some form of the simple personals; as, *myself, yourself, himself, themselves*.

*Select the personal pronouns from the following, and tell of each the person and how used:—*

1. You and he are my friends.
2. I saw them in their carriage.
3. The soldiers helped themselves.
4. Thou art the man.
5. He saved thy money for thee.
6. Your father knows us.
7. He himself hid your slate.
8. Where shall I see him? angels tell me where.  
     You know him; he is near you; point him out.  
     Shall I see glories beaming from his brow,  
     Or trace his footsteps by the rising flowers?
9. O, let her stay! She is by birth  
     What I through death must learn to be;  
     We need her more on our poor earth  
     Than thou canst need in heaven with thee.

## LESSON CIII

## PRECEDENCE OF PERSONAL PRONOUNS

It is polite to mention first the person to whom you are talking rather than yourself. Thus we say, "The attention was offered to you and me"; "You and I will go."

The person to whom you are speaking should be mentioned even before a third person, and the speaker himself should be mentioned last. Thus we say, "You and he will go"; "He and I will go"; "You and she and I will go"; "The invitation is addressed to you and her"; "The dinner was given to you and him and me."

---

## LESSON CIV

## POSSESSIVE PRONOUNS

**Possessive pronouns** are words used to represent both the possessor and the thing possessed. The possessive pronouns are *mine, thine, his, hers, ours, yours, theirs, our own*, etc.

In the sentence "That book is his," the predicate is "his." Why? It represents the words *his book*. It is a possessive pronoun because it represents both the possessor and the thing possessed.

In the sentence "That is his book," "book" is the predicate. "His" modifies "book." It is a personal pronoun because it modifies the noun following it, and does not represent both the possessor and the thing possessed. It is *possessive case* because it is used as an adjective element; but it is not a *possessive pronoun*.

To denote emphatic distinction, *my own* is used for *mine*, *his own* for *his*, *thy own* for *thine*, *our own* for *ours*, *your own* for *yours*, *their own* for *theirs*.

*Select the possessive pronouns from the following, and tell how each is used:—*

1. That horse of yours is lame.
2. This sled is not yours ; it must be hers.
3. The money is your own.
4. Friend of mine, you are welcome.
5. That garden of theirs is a very fine one.
6. This book is not mine ; it must be his or hers.
7. She is an old friend of ours.
8. These books are yours, not theirs.
9. We love this land of ours.
10. The boy left his hat, and took mine.
11. You should study your own books, and not borrow hers.

---

## LESSON CV

### RELATIVE PRONOUNS

A **relative pronoun** is a word used to represent a preceding word or expression to which it joins a modifying clause.

The **simple relative pronouns** are *who*, *which*, *what*, and *that*.

*That* is a relative when *who*, *which*, or *whom* can be used in its place. *As* is used as a relative pronoun after *such*, *many*, and *same*.

The **compound relative pronouns** are *whoever*, *whoso*, *whosoever*, *whichever*, *whichsoever*, *whatever*, and *whatsoever*.



*Select the relative pronouns and tell how each is used:—*

1. He that is down need fear no fall.
2. This is the child that was lost.
3. The dog which you bought was stolen.
4. He will do what is right.
5. Ask for what you want.
6. That is the man whose house was burned.
7. This is the dog that worried the cat that killed the rat that ate the malt that lay in the house that Jack built.

---

## LESSON CVI

### INTERROGATIVE PRONOUNS

The **interrogative pronouns** are *who*, *which*, and *what*, when used in asking questions.

*Analyze the following sentences; select the interrogative pronouns, and tell how each is used:—*

1. Who came with you?
2. Whose horse ran away?
3. Whom did you call?—Mary.
4. What did you say?
5. What is that?—It is a velocipede.
6. Which will you have?—The large one.
7. Who told you how to parse “what”?

---

## LESSON CVII

### COMPOSITION

#### TWO LITTLE BOYS

Joey was a country boy,  
Father's help and mother's joy;  
In the morning he rose early, —  
That's what made his hair so curly;

Early went to bed at night, —  
 That's what made his eyes so bright ;  
 Ruddy as a red-cheeked apple ;  
 Playful as his pony, Dapple.  
 Even the nature of the rose  
 Wasn't quite so sweet as Joe's.

Charley was a city boy,  
 Father's pet and mother's joy ;  
 Always lay in bed till late, —  
 That's what made his hair so straight ;  
 Late he sat up every night, —  
 That's what made his cheeks so white ;  
 Always had whate'er he wanted,  
 He but asked, and mother granted ;  
 Cakes and comfits made him snarly,  
 Sweets but soured this poor Charley.

— OLIVE A. WADSWORTH.

*Make an outline of this comparison of the two boys in character, condition, and appearance.*

*Write a comparison in prose according to your outline.*

---

## LESSON CVIII

### GENDER IN NOUNS

Objects are either male or female ; as *boy*, *girl*, or neither male nor female ; as, *apple*. Their names, therefore, may be classified with regard to *sex*. This distinction is called *gender*.

**Gender** is a distinction of nouns or pronouns with regard to *sex*.

There are four genders: *masculine, feminine, common, and neuter.*

The **masculine gender** denotes males; as, *boy.*

The **feminine gender** denotes females; as, *girl.*

Some words, as *children, parent*, etc., are used to denote *either* males or females. The gender of such words is said to be *common.*

The **common gender** denotes either males or females; as, *parent.*

The **neuter gender** denotes neither males nor females; as, *house.*

*Tell the gender of the following nouns:—*

|      |       |        |          |                |
|------|-------|--------|----------|----------------|
| Cart | Duke  | Father | Nephew   | Countess       |
| Poet | Susan | Joseph | Milliner | President      |
| Aunt | Baker | Madam  | Empress  | Administratrix |

*Give the corresponding masculine or feminine for the following nouns:—*

|       |        |         |          |             |
|-------|--------|---------|----------|-------------|
| King  | Uncle  | Francis | Augusta  | Miss Jones  |
| Niece | Widow  | Brother | Sorcerer | Grandfather |
| Count | Female | Prophet | Mediator | Hen-sparrow |

*Write five sentences, using masculine nouns as subjects.*

MODEL.—*John* left his book on my desk.

*Write five sentences, using feminine nouns as objects.*

MODEL.—The teacher sent my *sister* home at recess.

*Write six sentences, using nouns in the common or neuter gender as subjects or objects.*

MODEL.—A *beggar* frightened me this morning.

## LESSON CIX

## GENDER IN PRONOUNS

Who is that? — My brother.

Who is that? — My sister.

The boy who was here and the girl who was with him are brother and sister.

Relative and interrogative pronouns have no variation of form to indicate gender.

We and you and they are all women.

We and you and they are all men.

The personal pronouns when indicating more than one do not indicate gender by their form.

I am a man.

I am a woman.

Thou art a man.

Thou art a woman.

Of what person is each of these pronouns? Does its form indicate its gender?

He is a — .

She is a — .

It is neither — nor — .

What is the person of each of these pronouns? Does its form indicate its gender?

*Name the gender of each pronoun in the following, and tell how you know the gender: —*

1. My lesson is learned.
2. Have you seen our old friend lately?
3. Ellen, tell your sister to come home.
4. I saw him

on the battle eve. 5. They left the plowshare in the mold.  
6. Your horse is in our barn, Mr. Eckel. 7. He left home early  
in the morning. 8. The man who put his horse in our stable  
is our coachman. 9. Who's horse is this? 10. It is Jennie's.

---

## LESSON CX

## PREFERENCE OF THE MASCULINE PRONOUN

"Every one in this audience will do — best to help us." If there are only men in the audience, it is correct to say *his*; if there are only women, it is correct to say *her*; if there are both men and women, or both boys and girls, it is correct to say *his*, for "every one" means all considered singly, and *their* means that all are considered together. So the masculine pronoun is preferred.

If you say "Some one who came to see me yesterday asked me to give — your address," and you do not want to tell the sex of the visitor, you have a right to say *him*, even though it was a girl, for *them* would mean several people.

---

## LESSON CXI

## NUMBER IN NOUNS

Does the word *fan* denote one object, or more than one? Does the word *fans* denote one object, or more than one?

When a noun denotes but one object, it is said to be in the *singular number*.

The **singular number** denotes but one object.

When a noun denotes more than one object, it is said to be in the *plural number*.

The **plural number** denotes more than one object.

The last sound in the word *fan* readily unites with the sound represented by the letter *s*, and its plural is formed by adding *s* to the singular. The plural of any noun ending with a sound that will readily unite with the sound represented by *s* is formed by adding *s* to the singular.

|                   |          |        |       |         |
|-------------------|----------|--------|-------|---------|
| <i>Singular :</i> | church   | mass   | box   | porch   |
| <i>Plural :</i>   | churches | masses | boxes | porches |

The plural of any word ending with a sound that will not readily unite with the sound represented by *s*, is formed by adding *es* to the singular, when the singular does not end with *e*.

These are two ways of forming plurals. There are many other ways.

|                   |       |        |        |        |
|-------------------|-------|--------|--------|--------|
| <i>Singular :</i> | wife  | knife  | calf   | half   |
| <i>Plural :</i>   | wives | knives | calves | halves |

Nouns ending in *f* or *fe* usually change these endings to *ves*.

|                   |        |         |        |          |
|-------------------|--------|---------|--------|----------|
| <i>Singular :</i> | city   | valley  | lily   | trolley  |
| <i>Plural :</i>   | cities | valleys | lilies | trolleys |

Those ending in *y*, with a vowel before it, add *s*; those ending in *y*, with a consonant before it, change *y* to *i* and add *es*; those ending in *o*, with a consonant before it, add *es*.

A few nouns are alike in both numbers; as, *sheep, deer, trout, vermin*. Letters, figures, marks, and signs add *'s*; as, *b's, 6's, \*'s, 3's*.

*Write the plurals of the following nouns :—*

|      |      |       |       |        |        |
|------|------|-------|-------|--------|--------|
| ox   | city | desk  | alley | street | school |
| girl | fish | road  | child | house  | money  |
| boy  | man  | folly | wind  | pencil | wagon  |
| calf | rose | book  | knife | vessel | woman  |
| box  | plow | chair | fence | potato | monkey |

*Tell the number of each noun in the following, and spell the other number form:—*

1. We had a carriage and a pair of horses to go to the river on a picnic with the teacher and several of her pupils. 2. The red cherries which hung from the trees in the valley were a prize to the good housewife who sent the boys up to get them before the chatterbox of a sparrow had had his share.

---

## LESSON CXII

### NUMBER IN PRONOUNS AND VERBS

I am coming.            We are coming.

You are coming.      You are coming.

He is coming.          They are coming.

The boy who came.      The box which is here.

The boys who came.     The boxes which are here.

Who is here? — The boy. — The boys.

Personal pronouns indicate number by their form.

Do relative and interrogative pronouns have different forms to indicate number?

*Insert the proper verb form in the following sentences:—*

1. I — tired. 2. We — tired. 3. I — tired yesterday. 4. We — tired yesterday. 5. I know him and he — me, but they — neither him nor me.

Some verb forms indicate the number of their subject.

A pronoun must agree in number with the noun for which it stands.

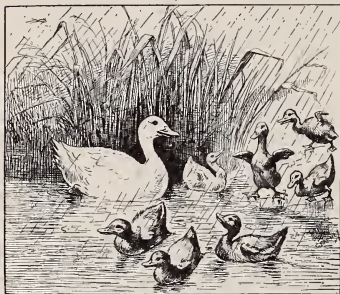
A verb must agree in number with its subject.



## LESSON CXIII

## COMPOSITION

## TWO POINTS OF VIEW



What these little folks wanted.  
What came.  
How they felt.  
How they showed their gratitude.

*Write an account of "One Point of View" according to the outline given.*

*Write an outline for "The Other Point of View" and write a composition from the outline.*



## LESSON CXIV

## NUMBER IN ADJECTIVES

A good boy.

Two good boys.

Good, like most adjectives, has only one form, whatever the number of the noun which it modifies.

This book.

That book.

These books.

Those books.

The adjectives *this* and *that* have plural forms.

This sort of people — always troublesome.

These sorts of apples — always sweet.

The subject of the first sentence is not “people,” but “sort.” “People” is a part of an adjective prepositional phrase modifying “sort.”

*Insert the proper verb. Insert the proper verb form in the second sentence, and tell your reason.*

There are two boys on wheels.

One's wheel is broken.

The other's wheel is new.

*One, other, and another* when used instead of the nouns which they modify have possessive forms like those of nouns.

*Fill the blanks in the following sentences:—*

1. This kind of an orange — sour.
2. This kind of apples — sweet.
3. — kinds of peaches — good for preserving.
4. — kind of grapes — not yet ripe.
5. That species of melons — new.

## LESSON CXV

## CASE IN NOUNS

The sun is shining.

Here "sun" is used as the subject of a proposition.

Every star is a sun.

Here "sun" is used as the predicate.

The sun's rays are warm.

Here "sun" is used as an adjective element, modifying "rays."

We saw the sun at noon.

Here "sun" is used as an objective element, modifying "saw."

Dear is thy light, O sun!

Here "sun" is used absolutely — *i.e.* it is *absolved* or separated from any grammatical connection with the rest of the sentence.

In no two of these sentences has the word "sun" the same relation to the other words.

These different relations are called *cases*.

**Case** is the relation of a noun or a pronoun to other words.

The term *case* is also applied to the *form* of a noun or a pronoun used independently or as a part of a sentence.

There are four cases: *nominative*, *possessive*, *objective*, and *absolute*, or *nominative absolute*.

The **nominative case** is the use of a noun or a pronoun as the subject or the predicate of a proposition; as, "*Boys skate.*" "*Horses are animals.*" "*He is wise.*"

The **possessive case** is the use of a noun or a pronoun to

denote ownership, authorship, origin, or kind; as, "*John's* hat," "*Ray's* Algebra," "the *sun's* rays," "*men's* clothing," "*her* book."

The **objective case** is the use of a noun or a pronoun as the object of a verb, or of a preposition; as, "Indians hunt *buffaloes*." "They ran over the *bridge*." "John threw a *stone* at *me*."

The **absolute, or nominative absolute, case** is the use of a noun or a pronoun independent of any governing word; as, "Oh, my *son*!" "*Soldiers*, attention!" "*Washington Irving*."

A noun limiting the meaning of another noun denoting the same person or thing, is, by **apposition**, in the same case; as, "Washington the *general* became Washington the *statesman*."

The **declension** of a noun is its variation to denote number and case.

The nominative absolute case always has the same form as the nominative. Example:—

|              | <i>Singular.</i> | <i>Plural.</i> |  | <i>Singular.</i> | <i>Plural.</i> |
|--------------|------------------|----------------|--|------------------|----------------|
| <i>Nom.</i>  | Fly              | Flies          |  | <i>Nom.</i>      | Goodness ———   |
| <i>Poss.</i> | Fly's            | Flies'         |  | <i>Poss.</i>     | Goodness' ———  |
| <i>Obj.</i>  | Fly              | Flies          |  | <i>Obj.</i>      | Goodness ———   |

*Tell the case of each noun in the following, and why:—*

1. Borneo is a large island.
2. Our father lives in Washington.
3. John's dog bit Clarence.
4. Johnson's farm is mortgaged.
5. Mr. Trowel the mason is unwell.
6. O Helen! father is coming.
7. The statue fell from its pedestal.
8. Gad, a troop shall overcome him.
9. Jocko has stolen my spectacles.
10. Susan's mother is my aunt.
11. Is the doctor's office open?

## LESSON CXVI

## CASE IN PRONOUNS

*I* am going.That is *my* coat.Do not hurt *me*.Give it to *me*.

*Tell the case of each italicized pronoun used in these sentences. Change the sentences so as to use all the pronouns in the plural. Write the declension of the pronoun "I."*

*Thou* art going.It is *thy* coat.I will not hurt *thee*.I will give it to *thee*.

*Tell the case of each italicized pronoun in these sentences. Change them all to plural forms. Write the declension of the pronoun "thou."*

## FIRST PERSON

|              | <i>Singular.</i> | <i>Plural.</i> |              | <i>Singular.</i> | <i>Plural.</i> |
|--------------|------------------|----------------|--------------|------------------|----------------|
| <i>Nom.</i>  | I                | We             | <i>Nom.</i>  | Myself           | Ourselves      |
| <i>Poss.</i> | My, mine         | Our            | <i>Poss.</i> | ———              | ———            |
| <i>Obj.</i>  | Me               | Us             | <i>Obj.</i>  | Myself           | Ourselves      |

## SECOND PERSON

|                      | <i>Singular.</i>      | <i>Plural.</i> |                      | <i>Singular.</i> | <i>Plural.</i> |
|----------------------|-----------------------|----------------|----------------------|------------------|----------------|
| <i>Nom.</i>          | Thou                  | Ye             | <i>Nom.</i>          | You              | You            |
| <i>Poss.</i>         | Thy, thine            | Your           | <i>Poss.</i>         | Your             | Your           |
| <i>Obj.</i>          | Thee                  | You            | <i>Obj.</i>          | You              | You            |
|                      | <i>Singular.</i>      |                |                      | <i>Plural.</i>   |                |
| <i>Nom. and Obj.</i> | { Thyself<br>Yourself |                | <i>Nom. and Obj.</i> | Yourself         |                |

## THIRD PERSON

| <i>Singular.</i>            |       |       |         | <i>Plural.</i>              |                             |
|-----------------------------|-------|-------|---------|-----------------------------|-----------------------------|
|                             | MAS.  | FEM.  | NEUT.   |                             | COM. OR NEUT.               |
| <i>Nom.</i>                 | He    | She   | It      | <i>Nom.</i>                 | They                        |
| <i>Poss.</i>                | His   | Her   | Its     | <i>Poss.</i>                | Their                       |
| <i>Obj.</i>                 | Him   | Her   | It      | <i>Obj.</i>                 | Them                        |
| <i>Singular.</i>            |       |       |         | <i>Plural.</i>              |                             |
| <i>Nom. and Obj.</i>        | {     | MAS.  | Himself | <i>Nom. and Obj.</i>        | COM. OR NEUT.<br>Themselves |
|                             |       | FEM.  | Herself |                             |                             |
|                             |       | NEUT. | Itself  |                             |                             |
| <i>Singular and Plural.</i> |       |       |         | <i>Singular and Plural.</i> |                             |
| <i>Nom.</i>                 | Who   |       |         | <i>Nom.</i>                 | Which                       |
| <i>Poss.</i>                | Whose |       |         | <i>Poss.</i>                | Whose                       |
| <i>Obj.</i>                 | Whom  |       |         | <i>Obj.</i>                 | Which                       |

## LESSON CXVII

## EXERCISE ON CASES

*Tell the case of each pronoun in the following, and give the reason for its use:*

1. Whom the gods love, die young.
2. For if ye love them which love you, what reward have ye?
3. Him whom I like I will reward.
4. To him whose work pleases me will I give the reward.
5. What shall I do, or to whom shall I go?
6. I will tell her that it is she whom I have chosen.
7. Unto us has he come, and from us who are his chosen friends he shall not depart.
8. There is a saying among them that he who turns back is foredoomed.
9. It was he to whom I looked for approval

## LESSON CXVIII

## LETTER WRITING

DEAR BOY :

I hope you have got the linnets and bullfinches you so much wanted, and I recommend the bullfinches to your imitation. Bullfinches, you must know, have no natural note of their own, and never sing, unless taught ; but will learn tunes better than any other birds. This they do by attention and memory ; and while they are taught, they listen with great care, and never jump about and kick their heels. Now I really think it would be a great shame for you to be outdone by your own bullfinch.

You behaved yourself so well at Mr. Boden's last Sunday that you justly deserve commendation ; besides, you encourage me to give you some rules of politeness and good breeding, being persuaded that you will observe them. Know then, that as learning, honor, and virtue are absolutely necessary to gain you the esteem and admiration of mankind, politeness and good breeding are equally necessary to make you welcome and agreeable in conversation and common life.

Remember, then, that to be civil, and to be civil with ease (which is properly called good breeding), is the only way to be beloved and well received in company ; that to be ill bred and rude is intolerable ; and that to be bashful is to be ridiculous. If you will mind and practice all this, you will not only be the best scholar, but the best bred boy in England of your age. Adieu !

This is a part of a letter written by Lord Chesterfield, a famous English nobleman, to his little son.

*Find what topic each paragraph is about.*

*Write a short letter of advice to a little friend just entering school, and tell him how you know that your advice is good. See if you can outline your letter when it is finished.*



## LESSON CXIX

## PARSING NOUNS AND PRONOUNS

The **analysis** of a sentence is its separation into elements, and the separation of those elements into their parts.

The **parsing** of a word consists in telling what part of speech it is, and what are its properties, its form, and its use.

A noun or a pronoun is parsed when its class, its person, number, gender, and case are told, and the reason for its case form is given.

The hero Washington turned to his men and cheered them on.

“Hero” is a noun, common, third person, singular number, masculine gender, and nominative case, because it is the subject of the sentence.

“Washington” is a noun, proper, third person, singular number, masculine gender, and nominative case, because it is an appositive to the noun “hero,” which is nominative.

“His” is a pronoun, personal, third person, singular number, and masculine gender, because it stands for “hero,” and possessive case, because it modifies the noun “men” by indicating possession.

*Parse the nouns and pronouns in the exercise on page 137.*

## LESSON CXX

## PARSING ADJECTIVES AND ADVERBS

*In parsing an adjective tell what part of speech it modifies, and in the case of the adjectives “this” and “that” give the number.*

Remember that adjectives have no case. *Them things* is incorrect. Why?

*In parsing an adverb tell what part of speech it modifies.*

*Analyze the following, and parse the adjectives and adverbs:*

1. I saw a very large drove of cattle lately. 2. Jane is studying modern history. 3. Fido is a Newfoundland dog. 4. You may have the smallest lemon. 5. Every man received a penny. 6. Either road leads to town. 7. That course was most honorable. 8. He took a twofold view of the subject. 9. What noise is that? 10. Two men wanted the fourth horse very much. 11. We came quite often. 12. Some people learn more rapidly than others. 13. Twice I spoke to him severely. 14. How fragrant are these bright red roses! 15. He seldom took two shots at a deer.

16. Alas for those who never sing,  
But die with all their music in them.

17. With many a curve my banks I fret,  
By many a field and fallow,  
And many a fairy foreland, set  
With willow, weed, and mallow.

18. Anon from the belfry  
Softly the Angelus sounded, and over the roofs of the village  
Columns of pale blue smoke, like clouds of incense ascending,  
Rose from a hundred hearths, the homes of peace and contentment.

19. Thus dwelt together in love these simple Acadian farmers.

20. Just above yon sandy bar  
As the day grows fainter and dimmer,  
Lonely and lovely, a single star  
Lights the air with a dusky glimmer.

## LESSON CXXI

## COMPOSITION

## CURIOSITY

(Description)

What the dog is doing.

His position.

His expression.

Shape and size of jug.

Position of jug.



## RESULT

(Description)

What has happened  
to the dog.

Head.

Paws.

Tail.

Boy.

Background.

*Outline and write the story suggested by these pictures, putting in one paragraph of description.*

*Read each paragraph of your story aloud to see whether it is about one topic in your outline.*

## LESSON CXXII

## VERBS — TENSE

What is a verb?

What is an infinitive?

The infinitive is a form of the verb which does not refer to any particular time. "To go" simply names an action, but does not refer it to any time; "to be going" mentions the action as in progress, with no reference to any definite time; "to have gone" names a finished action referred to no particular time

I breathe.

The verb "breathe" affirms the action as present

I breathed.

The verb "breathed" affirms the action as past.

I shall breathe.

The verb "shall breathe" affirms the action as future.

Another name for time is *tense*.

**Tense** denotes the time of an action or event.

There are six tenses: the *present*, the *present perfect*, the *past*, the *past perfect*, the *future*, and the *future perfect*.

The **present tense** denotes present time; as, "I *write*;" "The wind *is blowing*."

The **present perfect tense** represents an action or event as past, but connected with present time; as, "I *have written*;" "The wind *has been blowing*."

The **past tense** denotes past time; as, "I *wrote*;" "The wind *blew*."

The **past perfect tense** represents an act as ended or completed in time fully past; as, “*I had written* ;” “The bridge *had fallen* before we reached it.”

The **future tense** denotes future time; as, “*I shall write* ;” “These seeds *will sprout* soon.”

The **future perfect tense** represents an act as finished or ended at or before a certain future time; as, “*I shall have written* the letter before the mail closes.”

*Tell the tense of the verbs in the following sentences :—*

1. Emma sings.    2. I went home.    3. John ran.    4. Write.
5. Let him go.    6. The man shouted.    7. I had been taught.
8. They will succeed.    9. We shall be glad.    10. The letter will have been written.
11. If you go, I shall stay.    12. You might study.    13. He may have written.

---

## LESSON CXXIII

### VERBS — PERSON AND NUMBER

The **person** and **number** of verbs are the changes which they undergo to mark their agreement with their subjects.

A verb must agree with its subject in person and number.

The infinitive, having no subject, has neither person nor number.

The **conjugation** of a verb is its regular arrangement to show the variations of form caused by such properties as tense, person, and number.

## CONJUGATION OF THE VERB "TO BE"

## INDICATIVE MODE

## PRESENT TENSE

*Singular*

1. I am
2. Thou art
3. He is

*Plural*

1. We are
2. You are
3. They are

## PRESENT PERFECT TENSE

1. I have been
2. Thou hast been
3. He has been

1. We have been
2. You have been
3. They have been

## PAST TENSE

1. I was
2. Thou wast
3. He was

1. We were
2. You were
3. They were

## PAST PERFECT TENSE

1. I had been
2. Thou hadst been
3. He had been

1. We had been
2. You had been
3. They had been

## FUTURE TENSE

1. I shall be
2. Thou wilt be
3. He will be

1. We shall be
2. You will be
3. They will be

## FUTURE PERFECT TENSE

1. I shall have been
2. Thou wilt have been
3. He will have been

1. We shall have been
2. You will have been
3. They will have been

CONJUGATION OF THE VERB "TO LOVE"

INDICATIVE MODE

PRESENT TENSE

| <i>Singular</i> | <i>Plural</i> |
|-----------------|---------------|
| 1. I love       | 1. We love    |
| 2. Thou lovest  | 2. You love   |
| 3. He loves     | 3. They love  |

PRESENT PERFECT TENSE

|                    |                    |
|--------------------|--------------------|
| 1. I have loved    | 1. We have loved   |
| 2. Thou hast loved | 2. You have loved  |
| 3. He has loved    | 3. They have loved |

PAST TENSE

|                 |               |
|-----------------|---------------|
| 1. I loved      | 1. We loved   |
| 2. Thou lovedst | 2. You loved  |
| 3. He loved     | 3. They loved |

PAST PERFECT TENSE

|                     |                   |
|---------------------|-------------------|
| 1. I had loved      | 1. We had loved   |
| 2. Thou hadst loved | 2. You had loved  |
| 3. He had loved     | 3. They had loved |

FUTURE TENSE

|                   |                   |
|-------------------|-------------------|
| 1. I shall love   | 1. We shall love  |
| 2. Thou wilt love | 2. You will love  |
| 3. He will love   | 3. They will love |

FUTURE PERFECT TENSE

|                         |                         |
|-------------------------|-------------------------|
| 1. I shall have loved   | 1. We shall have loved  |
| 2. Thou wilt have loved | 2. You will have loved  |
| 3. He will have loved   | 3. They will have loved |



## LESSON CXXIV

## COMPOSITION

## THE HOME SCHOOL



*Outline and write a description of "The Home School."*

## LESSON CXXV

## AUXILIARY VERBS

I shall have gone.

The verb "to go" is represented in this sentence by the form "gone," and the tense of the verb is shown by the verb forms "shall" and "have." The entire group of verb forms is called *the verb*.

## I may be going.

The verb "to go" is represented by the form "going," and the condition of the act is shown by the verb forms "may" and "be." The verb group is called *the verb*.

These verb forms, used to help in expressing the meaning of a verb group, are called *auxiliaries*.

**Auxiliary verbs** are those which are used in the conjugation of other verbs. They are *do, be, have, shall, will, may, can, must*.

*Do, be, have, and will* are often used as principal verbs; as, "He *does* well;" "I *am*;" "He *has* money;" "He *wills* it."

*Give in the following sentences the tense, number, and person of each verb, and tell whether the verb consists of a single verb or of a principal verb and auxiliaries:—*

1. He ran. 2. You teach. 3. They have seen. 4. If he go.
5. They may have written. 6. Has he departed? 7. They will command.
8. Emma will have recited. 9. The army will be disbanded.
10. America was discovered. 11. The people should be contented.
12. He has invented a velocipede. 13. Attend to your lesson.
14. He can go, if the carriage is not too full. 15. The man loves to see it rain.
16. The army encamped by the river. 17. Run for some water.
18. You must recite your lesson. 19. I will recite my lesson, if I can.
20. I like to play. 21. Hope thou in God.
22. Do let me go to the picnic. 23. He should have come home.
24. Lift up your heads, O ye gates! 25. Were I rich, I would purchase that property.
26. The girl sings. 27. Fire burns. 28. The mail was robbed.
29. Truants will be punished. 30. A meteor was seen.
31. He should have told the truth. 32. Children love play.
33. He has found his knife.

## LESSON CXXVI

## REGULAR AND IRREGULAR VERBS

|                 |       |       |        |       |
|-----------------|-------|-------|--------|-------|
| <i>Present:</i> | love  | try   | wash   | hear  |
| <i>Past:</i>    | loved | tried | washed | heard |
| <i>Present:</i> | go    | sit   | do     | speak |
| <i>Past:</i>    | went  | sat   | did    | spoke |

Most verbs form their past tenses by the addition of *d* or *ed* to the present tense. Such verbs are called *regular*.

But there are many verbs whose past tenses are not formed in this way. Such verbs are called *irregular*.

A **regular verb** forms its past tenses by adding *d* or *ed* to the present indicative; as, *love, love-d, love-d; count, count-ed, count-ed*.

An **irregular verb** is one which does not form its past tenses by adding *d* or *ed* to the present; as, *go, went, gone; see, saw, seen; do, did, done*.

*Write the past tense and the participle used with "have" of the following verbs according to this model:—*

| <i>Present</i> |        | <i>Past</i> |        | <i>Participle with "have"</i> |
|----------------|--------|-------------|--------|-------------------------------|
| am             |        | was         |        | been                          |
| become         |        | became      |        | become                        |
| begin          | burn   | dig         | fall   | freeze                        |
| bend           | burst  | do          | feel   | get                           |
| bite           | choose | draw        | fight  | give                          |
| break          | cling  | drink       | find   | go                            |
| bring          | come   | drive       | fly    | grow                          |
| build          | creep  | eat         | forget | hang                          |

|      |       |       |      |       |
|------|-------|-------|------|-------|
| hide | learn | rise  | shoe | swim  |
| hold | lose  | run   | show | teach |
| know | ride  | see   | shut | throw |
| lay  | ring  | shine | sit  | write |



## LESSON CXXVII

## PARSING VERBS

*In parsing a verb tell whether it is regular or irregular, and give its parts ; tell its tense, its number and person, and its subject ; tell whether it is a direct predicate, a copula, or a verb group, and if the last what the auxiliaries are ; tell how it is used.*

The heavens are telling the glory of God.

“Are telling” is a verb, irregular. Present, *tell*; past, *told*; participle used with “have,” *told*. It is present tense, third person, and plural number, its subject being “heavens.” It is a verb group consisting of the principal verb “telling,” and the auxiliary “are.” It is used as the predicate of the sentence.

*Parse the verbs in the following sentences :—*

1. The earth rings hollow from below.
2. We soon shall reach the boundless sea.
3. The night was tempestuous.
4. He should be more industrious.
5. Remember thy Creator.
6. The poor must work in their grief.
7. I could not learn that lesson.
8. He was beaten with many stripes.
9. Clarence has been chosen captain.
10. They might have finished their task yesterday.
11. The crops were destroyed by grasshoppers.
12. The girls were playing croquet.
13. He did not return my umbrella.
14. Is he writing a letter?
15. Help us to help each other.
16. Shake off the dust that blinds thy sight.

17. No cheating or bargaining will ever get a single thing out of Nature's "establishment" at half price.

18. Count that day lost whose low descending sun  
Views from thy hand no noble action done.

19. May is a pious fraud of the almanac,  
A ghastly parody of real spring,  
Shaped out of snow and breathed with eastern winds.

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## LESSON CXXVIII

### PARSING INFINITIVES AND PARTICIPLES

What is an infinitive?

What is a participle?

*In parsing a participle, tell from what verb it is derived. In parsing either an infinitive or a participle, tell whether it refers to any particular noun or pronoun, whether it is part of any phrase, and as what kind of an element it is used.*

The girl toiling along so painfully is trying to carry too much.

"Toiling" is a participle from the verb "to toil." It refers to "girl." It introduces the adjective phrase "toiling so painfully."

"To carry" is an infinitive. It refers to "girl." It introduces the objective phrase "to carry too much."

*Analyze the following sentences, and parse the infinitives and participles:—*

1. We could hear them roaring and singing late into the night.
2. When I got to sleep I slept well.
3. Thinking busily I walked along to survey the shore.
4. Heavy sprays, flying and falling, succeeded one another.
5. I sunk back abashed to renew my

attack. 6. The bee, having stung me to prove his skill, sunk down buzzing to experience the result of his own act. 7. Transfigured, she rose to rebuke him. 8. Ascending the mountain, they slackened their pace.

9. And children coming home from school  
Look in at the open door ;  
They love to see the flaming forge,  
And hear the bellows roar.

---

## LESSON CXXIX

### COMPOSITION

#### FROGS AT SCHOOL

Twenty froggies went to school,  
Down beside a rushy pool,  
Twenty little coats of green,  
Twenty vests, all white and clean.

"We must be in time," said they ;  
"First we study, then we play ;  
That is how we keep the rule  
When we froggies go to school."

Master Bullfrog, grave and stern,  
Called the classes in their turn ;  
Taught them how to nobly strive,  
Likewise how to leap and dive.

From his seat upon the log,  
Showed them how to say "Ker-chog !"

Also how to dodge a blow  
From the sticks which bad boys throw.

Twenty froggies grew up fast ;  
Bullfrogs they became at last ;  
Not one dunce among the lot,  
Not one lesson they forgot.

Polished in a high degree,  
As each froggy ought to be,  
Now they sit on other logs,  
Teaching other little frogs.

— GEORGE COOPER.

*Make an outline of this poem.*

*Write a story called "Miss Duck's School," telling how and what the duck teaches the little ducklings.*

---

## LESSON CXXX

### PARSING CONJUNCTIONS AND PREPOSITIONS

What is a preposition?

What is a conjunction?

Conjunctions are divided into two general classes, — *coördinate* and *subordinate*.

**Coördinate conjunctions** are those which join elements of the same rank or name; as,

And, also, moreover, but, still, or, nor, however, otherwise, then, therefore, for, because, etc.

**Subordinate conjunctions** are those which join elements of different rank or name; as,

That, if, unless, as, because, since, though, for, lest, ere, after, until, when, where, there, how, although, than, etc.



*In parsing a preposition, tell between what words it shows relation.*

*In parsing a conjunction, tell whether it is coördinate or subordinate, and what elements it connects.*

Analyze the following, and parse the nouns and prepositions:—

1. A lark reared her brood amid the corn. 2. They wandered in throngs down the valley. 3. Emma came from the village, through the woods, to our house. 4. We have seen the moon rising behind the eastern pines. 5. I came from Richmond. 6. I went to Detroit in February. 7. John came home early. 8. They allowed themselves no relaxation.

9. To me the meanest flower that blows can give  
Thoughts that do often lie too deep for tears.

10.                               The locust by the wall  
Stabs the noon silence with his sharp alarm.  
A single hay-cart down the dusty road  
Creaks slowly, with its driver fast asleep  
On the load's top.

- II. There is a tide in the affairs of men  
Which, taken at the flood, leads on to fortune.

12. Truth, crushed to earth, shall rise again ;  
The eternal years of God are hers ;  
But Error, wounded, writhes in pain,  
And dies among his worshippers.

Analyze the following sentences, and parse the conjunctions :—

1. Cold and hunger are not easy to bear. 2. He came and went like a pleasant thought. 3. Wisdom is the principal thing; therefore get wisdom. 4. We cannot thrive unless we are industrious. 5. Though he slay me, yet will I trust in him. 6. He was not only proud, but vain also.

## LESSON CXXXI

## INCORRECT EXPRESSIONS

## INCORRECT PRONUNCIATION

The similar sound given to two entirely different words has led to the misuse of the preposition *of* for the auxiliary *have*. Thus we hear people say, "I might *of* gone," for "I might *have* gone."

A similar mispronunciation of the pronoun *our* makes it sound like the verb *are*, and so we hear, "We took *are* wraps with us."

## TWO NEGATIVES

If you wish to make a denial, use only one negative adverb, for two negatives would cause you to deny your denial. Thus "I have *not* got *none*" means the opposite of "I *have* got none"; therefore it must mean, "I *have* got *some*." "I *can't* say *nothing*" means the opposite of "I *can't* say anything."

*Nor* can, however, be used with *neither*, as, "I can *neither* read *nor* study."

But *nor* must not be used in the ordinary sentence with any other negative. "I cannot read — study." Since *neither* is not employed, the word should be *or*.

Either *nor* or *neither* can be used with *not*, however, if the proposition following it be inverted. "I cannot read, *neither* can I study," or, "I cannot read, *nor* can I study."

## INCORRECT PRONOUN FORMS IN SEPARATE PHRASES

In the sentences, "The boy *whom* you spoke to," "The boy to *whom* you spoke," the pronoun is just as much a part of the phrase in the first sentence as in the second; therefore it should be in the objective case, and the expression "The boy to *who* you spoke" is incorrect.

*Fill the following blanks with the correct pronoun form:—*

1. The man —— I gave it to gave it back to me. 2. The person —— I thought would be there was absent. 3. The friend —— I loved has deserted me. 4. The boy about —— I spoke is not here. 5. The lad —— I spoke about is present.

#### INCORRECT PHRASES

There are several phrases incorrectly used in some parts of the country, which convey no more meaning than is contained in a single word. Thus, "This here house," "That there boy."

"This boy here" is equivalent to "This boy *who is here*," or "*whom you see here*." But in "This here house," "here" adds nothing to the force of "this," and in "That there boy," "there" adds no force to "that." Such expressions are incorrect.

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### LESSON CXXXII

#### MISCELLANEOUS EXERCISES FOR ANALYSIS AND PARSING

1. She saw a glory in each cloud. - 2. Still waters are commonly deepest. 3. To-morrow may be brighter than to-day. 4. Few days pass without some clouds. 5. She made acquaintance with the birds that fluttered by. 6. It was a harper, wandering with his harp. 7. How long didst thou think that his silence was slumber? 8. At length the sun departed, setting in a sea of gold. 9. The smooth sea and the serene atmosphere are the proper emblems of a peaceful life.

10. 'Tis greatly wise to talk with our past lives,  
And ask them what report they bore to heaven.

11. The night, methinks, is but the daylight sick. 12. Evils have been more painful to us in the prospect than in the actual pressure. 13. A written or printed paper, posted in a public

place, is called a placard. 14. Few are qualified to shine in company ; but it is in most men's power to be agreeable.

15. How often have I blessed the coming day,  
When toil remitting lent its turn to play,  
And all the village train from labor free,  
Led up their sports beneath the spreading tree.
16. Alas, we think not that we daily see  
About our hearths, angels that are to be,  
Or may be if they will.
17. The insect tribe are here : the ant toils on  
With its white burden ; in its netted web  
Gray glistening o'er the bush, the spider lurks,  
A close-crouched ball, out-darting as a hum  
Tells its trapped prey, and looping quick its threads,  
Chains into helplessness the buzzing wings.
18. Princes have but their titles for their glories ;  
An outward honor for an inward toil.
19. My soul is an enchanted boat,  
Which, like a sleeping swan, doth float  
Upon the silver waves of thy sweet singing ;  
And thine doth like an angel sit  
Beside a helm conducting it,  
While all the winds with melody are ringing.
20. The year leads round the seasons in a choir  
Forever charming and forever new,  
Blending the grand, the beautiful, the gay,  
The mournful, and the tender in one strain.
21. King David's limbs were weary. He had fled  
From far Jerusalem ; and now he stood,  
With his faint people, for a little rest

- Upon the shores of Jordan. The light wind  
Of morn was stirring, and he bared his brow  
To its refreshing breath ; for he had worn  
The mourner's covering, and he had not felt  
That he could see his people until now.
22. One hour beheld him since the tide he stemmed,  
Disguised, discovered, conquering, ta'en, condemned ;  
A chief on land, an outlaw on the deep,  
Destroying, saving, prisoned, and asleep.
23.           Whoe'er amidst the sons  
Of reason, valor, liberty, and virtue,  
Displays distinguished merit, is a noble  
Of Nature's own creating.
24. He that attends to his interior self,  
That has a heart, and keeps it ; has a mind  
That hungers, and supplies it ; and who seeks  
A social, not a dissipated life,  
Has business.
25. The timid it concerns to ask their way,  
And fear what foe in caves and swamps can stray ;  
To make no step until the event is known,  
And ills to come as evils past bemoan.  
Not so the wise ; no coward watch he keeps,  
To spy what danger on his pathway creeps.  
Go where he will, the wise man is at home —  
His hearth the earth, his hall the azure dome.
26. Every worm beneath the moon  
Draws different threads, and late or soon  
Spins toiling out his own cocoon.
27. Sweet is the breath of morn, her rising sweet,  
With charm of earliest birds ; pleasant the sun,

- When first on this delightful land he spreads  
His orient beams on herb, tree, fruit, and flower,  
Glistening with dew.
28. The day hath gone to God, —  
Straight, — like an infant's spirit, or a mocked  
And mourning messenger of grace to man.
29. It is a little thing to speak a phrase  
Of common comfort, which, by daily use,  
Has almost lost its sense ; yet on the ear  
Of him who thought to die unmourned, 'twill fall  
Like choicest music.
30. A song to the oak, the brave old oak,  
Who hath ruled in the greenwood long ;  
Here's health and renown to his broad green crown,  
And his fifty arms so strong.
31. Labor is life ! 'Tis the still water faileth ;  
Idleness ever despaireth, bewaileth ;  
Keep the watch wound, for the dark rust assaileth ;  
Flowers droop and die in the stillness of noon.

---

## LESSON CXXXIII

### PUNCTUATION

#### THE COMMA

**Punctuation** is the art of dividing written discourse into sentences and parts of sentences, by means of points and marks.

The principal marks used in punctuation are the following : —

|                      |                        |
|----------------------|------------------------|
| Comma, . . . . . ,   | Interrogation Point, ? |
| Semicolon, . . . . ; | Exclamation Point, !   |
| Colon, . . . . . :   | Dash, . . . . . —      |
| Period, . . . . . .  | Parentheses . . . ( )  |

The **comma** denotes the slightest degree of separation between the parts of a sentence.

Two or more nouns, pronouns, adjectives, verbs, or adverbs, in the same construction, should be separated by commas.

Ex. — 1. Spring, summer, autumn, and winter are called the seasons. 2. You, he, and I were boys together. 3. David was a brave, wise, and pious man. 4. In a letter, we may advise, exhort, comfort, request, and discuss. 5. Success depends upon our acting prudently, steadily, and vigorously.

The members of a compound sentence, when short, and connected by conjunctions, should be separated by commas.

Ex. — I was tired, and the road was long, but I kept steadily on.

Each couplet of words arranged in pairs should be set off by commas.

Ex. — Sink or swim, live or die, I give my hand and my heart to this vote.

When a verb is omitted, its place is usually supplied by a comma.

Ex. — War is the law of violence ; peace, the law of love.

Adverbs used independently, or modifying an entire proposition, should be set off by commas.

Ex. — Indeed, you must wait a while.



Nouns and pronouns in the nominative absolute case by mention or direct address, should be separated from the rest of the sentence by commas.

Ex. — 1. Our souls, how heavily they go, to reach immortal joys. 2. Take, O boatman, thrice thy fee !

Nouns in apposition are usually set off by commas.

Ex. — The butterfly, child of the summer, flutters in the sun.

A direct quotation should be set off by commas.

Ex. — Quoth the raven, "Nevermore."

---

## LESSON CXXXIV

### PUNCTUATION

#### THE SEMICOLON AND COLON

The **semicolon** denotes a degree of separation greater than that denoted by the comma.

Semicolons should separate the members of compound sentences, if the connective is omitted, or if their parts are separated by commas.

Ex. — I was tired ; I stopped to rest.

He was courteous, not cringing, to superiors ; affable, not familiar, to equals ; and kind, not condescending, to inferiors.

The **colon** denotes a degree of separation greater than that indicated by the semicolon.

The colon should precede an example or a lengthy quotation, and follow the introduction to a speech.

Ex. — The Scriptures give us an amiable representation of the Deity in these words : "God is love."

## LESSON CXXXV

## PUNCTUATION

## MARKS ENDING SENTENCES

The **period** denotes the greatest degree of separation.

The period should be placed at the end of a declarative or an imperative sentence.

Ex. — 1. Many words hurt more than swords. 2. Walk quietly.

The period should be used after every abbreviated word.

Ex. — H. G. Lloyd, Esq. ; Mich., Ind., Ill. ; Ps. lxxv, 6, 7.

The **interrogation point** denotes that a question is asked.

Ex. — 1. Where is Singapore? 2. Do you own this farm?

The **exclamation point** denotes passion or emotion.

The exclamation point should be placed after expressions denoting strong emotion.

Ex. — 1. Alas, poor Yorick ! 2. Fie on you !



## LESSON CXXXVI

## PUNCTUATION

## PARENTHESES

**Parentheses** ( ) are used to include an expression which has no necessary connection, in sense or construction, with the sentence in which it is inserted.

The parentheses should include those words which may be omitted without injury to the sense.

Ex. — 1. My gun was on my arm (as it always is in that district), but I let the stoat kill the rabbit.

2. Know, then, this truth (enough for man to know),  
Virtue alone is happiness below.

The parentheses sometimes include letters or figures used to enumerate subjects or divisions of a subject; as, “(a) What it does; (b) What it is.”

The dash is frequently used before and after a parenthesis, the curves being omitted.

Ex. — They see three of the cardinal virtues of dog or man — courage, endurance, and skill — in intense action.

For quotation marks, see p. 81.



## LESSON CXXXVII

### CAPITAL LETTERS

The first word of every sentence should begin with a capital letter.

The first word of every line of poetry should begin with a capital letter.

Proper names of persons, places, days, etc., should begin with capital letters.

Titles of honor or distinction should begin with capital letters.

All names of God should begin with capital letters.

Words denoting races or nations should begin with capital letters.

Most words derived from proper names should begin with capital letters.

Words of special importance may begin with capital letters.

*I* and *O*, used as single words, should be capitals.

Names of the days of the week and the months of the year should be capitals, but not names of the seasons.



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